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For Pastors and Teachers.

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The Teachers' Task.



*An artist knelt alone in holy prayer
And heard the words, "Take up thy brush and
paint
My portrait on this canvass free from taint;
'Tis made of youthful souls, all pure and fair.
Fear not to use the colors, rich and rare;
No line must be imperfect or so faint
That it cannot be traced in every saint.
O, chosen soul, do all with loving care."*

*The artist toiled, and lo! a wondrous thing,
The face of Christ in many forms appeared,
Yet sweet and true with look of boundless love,
In one a Saviour, sad and suffering;
In one a Babe to youthful hearts endeared,
But all were passports to the Throne above.*

—A SISTER OF MERCY, Valley Falls, R. I.

*** Naturally the conference held in Chicago the past month under the auspices of leading Protestant educators, for the improvement of religious and moral education through the Sunday school and other agencies, has its interest for Catholics. One very significant statement made in an official document of this movement is as follows:

"It has become increasingly clear that the instruction of the young in religion and morality, which is given in the Sunday school, the home, and by other means, is inadequate to the present need, and is not wholly in accord with the best present knowledge. The gradual retirement of the Bible from the common schools has decreased the amount of religious and moral instruction which the children receive."

The conference also declared that for the past quarter century there has been "a growing recognition of the unsatisfactoriness of existing educational conditions." All this is an endorsement of the wisdom of the Catholic Church in the measures it has taken to establish a school system founded on Christian principles.

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*** At the last annual meeting of the Schoolmasters' Club of New York City—a club professionally known as "*Hoi Scholastikoi*"—among many addresses made was a notable one by the well-known Jesuit professor, Father Pardow, who among other good points made, said that "education consisted quite as much in trimming as in grafting, and he told the story of a farmer who might set out an orchard of transplanted trees and tie to their boughs clusters of full, ripe fruit, which might on the observer's mind make a fascinating effect. That was the mere instructor's art. In time it would all wither and decay. But another farmer would plant little trees, attend to their roots, prune their boughs. That was the teacher's function. The fruit of that orchard would be genuine when it came, although until that time it might not make such a beautiful appearance as the other artificial orchard."

Father Pardow's illustration is a very apt one and well worth remembering. The tendency of modern education is for instantaneous effect and hot-house appearances, but effect and appearances soon disappear and neglect and decay take their place and the result is too often nothing in the way of substantial fruit and lasting worth. Forced growth is not good according to the law of nature, and forced mental growth follows the same law.

*** Not only the health of teacher and pupils depends upon good physical conditions, but to a great extent the success of the school. The average temperature of the school-room, the constant supply of fresh air, regulate brain work. Impure air dulls the faculties. Headaches, sluggishness, indigestion result. If the ventilation is inadequate, which it is in many school-rooms, the windows should be thrown open and the room thoroughly cleansed with fresh air at the intermissions. It is not consistent to teach the laws of health and practice the laws of disease. Every year the school-rooms breed a crop of pale and sickly teachers and pupils. The vitiated air and the over-heated rooms certainly lie at the foundation of many physical disorders. To shut children up in hot, ill-ventilated rooms is as wrong morally as to feed them infected food. The life-giving oxygen is not limited in quantity, and should be used as generously as nature has supplied it.

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*** Quiet, orderly movements and proper position are a part of great decorum. There is culture and disciplinary value even in knowing how to walk. Bodily habits influence mental habits. Common politeness, correct movements, have a tendency to induce clear and concise thinking. If pupils could move to the sound of music, the value of the exercise would be increased. The pell-mell method of leaving the school-room, so common in many of our schools, is not only a bad breach of manners, but it reacts unfavorably upon the general discipline of the school. If the pupil leaves the school with polite habits, good bodily movements and carriage, his more intellectual acquirements will carry greater weight and value.

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*** In the country school of the olden time, every boy wrestled with the hard sums in arithmetic, grappled with the long words in the spelling book, stumbled over the ponderous sentences from Daniel Webster's oration at Bunker Hill in the reading book, studied late at night upon the facts of geography and the rules of grammar. In those days mental discipline acquired by dint of hard study, the power of concentrating one's thoughts upon one subject and holding them there at will, these were considered an essential part of successful school work.

Is there not a tendency in many of our schools today, to go to the other extreme and make the pupils' work too easy? No home work and shorter school hours are the demands in many quarters. "What are teachers paid for?" "The child should get all at school." The result is that the teacher does everything for the pupil, who thereby fails to learn to help himself. This is much to be condemned, for as Booker Washington says, "an important part of education is to acquire the habit of overcoming obstacles."

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*** "There are several stages to be gone through in the course of the religious education of children," says Bishop Bellord. "First, of course, the sense-memory has to be stored with impressions of sounds and sights and actions; much must be learned by rote as an aid to the action of the understanding. The second stage, more important than the first, is to store the intelligence with ideas, with a knowledge of truths. But this is far from being sufficient. It is worse than useless to have sound knowledge without a perception of our duties arising from it, and without the inclination to do that duty. The conscience must be formed by means of the proper impressions. Next, the will must be im-

pressed so that it may reproduce, as from its 'memory,' these impressions, in the form of a fixed determination to do that which intelligence and conscience dictate. The imagination, emotions and affections have also to be submitted to training as important subsidiaries. Further still: religious actions must be practiced repeatedly, so that they may be reproduced with facility by what we may call the action-memory, or force of habit."

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Wisely direct the games of the playground. Prohibit the sharp-pointed top, discourage the more or less gambling game of marbles and encourage games that combine exercise and "fun." Don't "boss" the playground. You can accomplish your ends by indirect suggestion. Air yourself and your pupils at recesses. We need air and light all our lives. The small frame school-house of the pioneer was far healthier than many of the brick, steam-heated death-traps now filled with children.

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The *American Ecclesiastical Review* in commenting upon "the unusual activity of late in our Catholic educational field," and the fact that "we are now getting pedagogical literature from the Catholic point of view, makes the following appreciative reference to The Catholic School Journal: "It shows in all its numbers a lively attention to current educational topics, is full of interesting opinions from experienced teachers, and seeks apparently to minister to the popular element among Catholic educators.

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This "popular element" we might add, refers to the daily interests and needs of the thousands of actual school-room workers in our vast educational system. There are innumerable little problems and questions of matter and method, constantly arising for the grade teacher. In organizing the school, in planning work, in presenting a new subject, in matters of discipline; it is of great value to be able to apply the wisdom of experience—and the more and varied the experience, the better.

Here then, is the purpose of The Journal. It brings to its readers, each month, the opinions and messages of teachers in all parts of the country, upon all branches and phases of the daily work, and in such brief and pointed form as is most likely to meet the desires of busy teachers. As one good friend writes: "I have been a reader of educational papers for a number of years, but have never had one that was of more real worth to me than The Journal. Permit me to say that in my opinion, the teacher who thoughtfully reads your publication each month, is bound to advance in professional efficiency. Verily, 'The Journal is a continuous institute for Catholic teachers.'"

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Punctuality buttons and book stamps are two new devices now being tried in many schools. The button is given to the child at the beginning of the school month, to be worn until he is absent or tardy, when it is forfeited until the beginning of another month. It does not ornament the clothing, is not worn for ornament, but for influence; to influence the sub-consciousness of the child to the end that it will be punctual in any of life's callings. These buttons, worn about the homes, have caused the indifferent parent to become interested in the schools and the education of his children.

If a book is well kept, a book stamp is placed on the inside of the front cover. The better care for books and school property cannot be estimated. The pupil who is taught to care for books, school apparatus, etc., will acquire a disposition to care for anything that comes into his hands. He will be a surgeon who will take care of surgical instruments; a lawyer who will take care of law books; a farmer who will take care of farm implements, or an artist in any calling who will keep all articles according to the precepts of his early teaching.

The Teachers' Alphabet.

DR. W. M. GIFFIN, CHICAGO NORMAL SCHOOL.

A teacher who has forgotten how he felt as a child lacks an essential for a good disciplinarian.

Because a child is slow we must not count him dull. Slow boys and girls have made quick men and women.

Children soon learn to wait for the "thunder clap". Never, then, begin by trying to startle a class into attention. Attention thus gained is not healthy.

Do not make tug-boats of yourself, to "pull" your pupils through the wave. Act as a rudder, to "guide" them. If patient, the storm will soon pass.

Every teacher who succeeds in awakening a desire for better things in a young scapegrace deserves more praise than a "thousand hearers of lessons."

Faith, love, courage, patience, sympathy, self-control, enthusiasm and common sense are the avenues that lead to the children's hearts.

Good, hard-working, conscientious, progressive, enthusiastic teachers must never hope to receive their reward in this world.

Hundreds of teachers (?) go to their classrooms every day who are as unfit for their work as a snail for rapid transit.

It is much easier to teach by rote than to train and develop the mind. For this reason many cry down the new methods and cling to the old.

Just as well to practice medicine with no knowledge of physiology, as to teach with no knowledge of the child one is teaching.

Know as much of the home-life of your pupils as possible. It will often help you to get hold of the bad boy to know his bad father.

Let every child have access to the school library. Lending the books to only those who obtain high rank is bad. Often the ones who need the books most never get them.

Many children who are full of animation, life, fun and happiness are made to hate school and books because their teachers do not take the time or trouble to study their dispositions.

Never get out of patience with a slow pupil if you desire to keep him patient. Never laugh at him unless you desire to wound his feelings.

Opportunities are often given teachers which they fail to see. Heaven lead us all to feel thy power, Opportunity, and teach us how to rightly use it.

Professional teaching can only be done by professional teachers. Professional teachers are those who take time to prepare themselves for the work.

Question, then name the pupil who is to recite; all will then give attention, not knowing who may be called to answer the question.

Read of Laura Bridgeman, Helen Keller, or the boy Salvanus, and tell me if we, who have the five senses with which to work, dare assert there is a child in our charge whose understanding we cannot reach.

Some of your brightest pupils may become useless members of society unless you teach them how to apply what they learn.

There should be almost as many methods as there are pupils. "Tis they who with all are just the same, more often than their pupils are to blame."

Unless a child is taught to govern himself in the school house and the school yard, pray, where is he to be taught? His employer cannot be expected to hire someone to watch that he does his duty.

Very few teachers stop to think that the "dull boy" is only slow because he is deaf or near sighted. Test any cases you may have to see if this is not true.

What credit is due a teacher who graduates a bright, intelligent boy with a high standing? Scarcely any. Such a child will learn if shut up in a room by himself.

Xenophon, when a young man, had charge of an army of ten thousand men. He owed his success to his faithful, patient teacher, Socrates.

Young teachers are apt to look for immediate results and think if they see or hear of no improvement in their pupils that none has been made. Your influence is lifelong; let it be for good.

Zeal, rightly applied by a teacher in her classroom work, is a better disciplinarian than a thousand rattans in the hands of as many "living" automatons. The teacher who deserves credit is he who awakens a sleepy mind; he who reaches that which others have failed to reach.

The Art of Questioning in Christian Doctrine.

REV. THOMAS L. KINKEAD, S. V.

EDUCATORS classify questions into an innumerable number of classes. They may all be reduced to two, viz.: test questions and training questions. Test questions are used to discover what knowledge the person has. Training questions are used to help the power of reasoning. Our Lord was very fond of asking questions. When he healed a man on the Sabbath day somebody objected, and He said: "Which of you having an ox or an ass fall into a pit would hesitate to draw him out on the Sabbath day?" That set them thinking: If we would do that on the Sabbath day for a beast, why should we not do something for one of our fellow-men? Test questions recall what has been learned and training questions lead to new facts. The one sends the mind backward, and the other kind of questions sends the mind forward.

However, you cannot teach everything by questioning. You must have some foundation for the questions. If I were to take a class of children and question them about astronomy, how can I expect anything from them. They know nothing about it. Therefore, it is ridiculous to question on everything.

Hair-splitting questioning: Children have a very weak power of discrimination. The differences between things must be quite large and noticeable, otherwise they do not see the differences; that begins with very young children. The younger they are, the weaker is the power of discrimination. It is useless to ask questions that are almost alike. Do not ask them vague questions, for instance: "What did Christ teach?" Children cannot answer such questions. Don't ask leading questions, because you suggest the answer, and they would say, "Yes." Example: "Was not Christ the Son of God?" "Oh, yes, Father, He was." That question is of no use, because it requires no thinking on the part of the child.

Do not be verbose, or preface questions with unnecessary remarks, as: "My dear children, I am going to ask you a question, and when I am through I am going to get a good answer." That is all lost time. Every moment in the Sunday-school is valuable. This preliminary explanation about the question you are going to ask only confuses the children, and when you ask the question they know nothing about it.

Alternative questions (where there is a choice): You ask: "Was Adam a man or a woman?" If anybody should say he was a woman, you shake your head and the rest will say he was a man. There is no reflection on the part of the child. It is simply answering the other side after one side has been rejected.

You have echo questions, as they are called, simply repeating what you have said. You say: "Christ died on Mount Calvary." "Now, child, where did Christ die?" "On Mount Calvary." It is simply an echo of what you said. There is no thought on the part of the child. There must be some thought and effort on the part of the child.

Combined questions: "Was St. Elizabeth related to the Blessed Virgin, and whose mother was she?" There you set the child's mind to work on two distinct propositions, with the result that she will not be as likely to answer them as if you had asked them separately.

"Yes" and "No" questions are only good in review work, when you want answers rapidly. These things do not remain in the mind. Something definite must remain in the mind from the learning of the questions.

Mixed questions, important and unimportant: Suppose I ask if angels have bodies, and whether their wings are made of feathers. "Have angels bodies?" is important, because I am bringing out to the children the spiritual nature of an angel. Now, when I mix that up with something about feathery wings, the only kind of wings the child ever thought of, I destroy the good effects of my first question.

Generalizing questions: Children cannot generalize. They are always dealing in the concrete thing. If I asked a child: "What is sin?" he will say: "It is stealing." Of course, that is a sin, but that is not the definition of sin. "Sin is a rebellious act against Almighty God." The child has not the grasp of mind to see it. How many teachers ask these questions, and they cannot answer themselves sometimes? If you ask a child what is an animal, he cannot tell you, but if you ask him what a horse is, he will tell you. If you are explaining baptism and ask what salt is, the boy will say: "Salt is salt." The teacher herself may not be able to give an intelligent answer. It is a good thing to frame the answer yourself before you ask the question to see if you can get on intelligent answer to it. A certain professor asked a boy: "What is a window?" The boy said: "It is a hole in the wall to let in the light." That did not suit the professor, and his neighbor said to him: "What answer did you expect? What is a window?" And he said: "Why, a window is, oh, anybody knows what a window is."

(To be continued.)

Common Errors in Speech.

"He don't" and "don't he."

"She don't" and "don't she."

"It don't" and "don't it."

These errors are common occurrences and are generally made by people who ought to know better.

The person who uses the expression "I think he don't," would be astonished to hear the response, "I beg to differ with you, but I think he do." If it is proper to say, "he don't," it is certainly equally proper to say, "he do," for don't is the abbreviated form of do not. The conjugation runs, "I do not, you do not, he does not," consequently the contracted form is, "I don't, you don't, he doesn't." So let us eschew "he don't" in the future, and either say, "he does not," or what is perfectly permissible in easy utterance, "he doesn't."

When I have spoken of this particular error, the response that generally greets my ears is, "Isn't it strange that so many well educated people make this mistake? It must be that when one uses that expression, he don't think of what he is saying. I never use it."

"It ain't" is another unpardonable error. It sometimes seems as if all mistakes might be overlooked if one would refrain from "it don't" and "it ain't." Ain't is the licensed contraction of I am not, but not of is not.

"I am not, you are not, he is not," is the proper conjugation. The contracted form being, "I ain't, you aren't, he isn't," not "he ain't."

Some people who endeavor to be correct eschew contractions altogether, but there is no good reason why one should not use contractions if one will use the proper ones. To refrain from using them has the tendency to lend a pedantic air to one's speech. In dignified utterance before large assemblies one has less license, but in conversational utterances contractions are permissible.—*Correct English.*

Mental Soothing Syrup.

A SISTER OF MERCY, VALLEY FALLS, R. I.

NOT long ago I heard Miss Gordon, a young teacher fresh from training school, remark: "Thank goodness, I don't teach the highest grammar grade! My work is over at four o'clock, but in the higher grades there is so much study, correction of papers, etc., outside the actual school work, that it must be a perfect bore."

Will you kindly tell me, my dear Miss Gordon, how you manage to have all your school work over at four o'clock? Perhaps you are dosing your young pupils well with mental soothing syrup. I sincerely pity the teacher who must some day arouse them from their lethargy.

Let me see. You have a beautiful verse or letter written on the board, and it remains there for three months. Every day your pupils copy it. This keeps them very quiet for half an hour. You then collect the papers and virtuously consign them to the scrap basket. You would not steal for the world, my dear Miss Gordon, but it never troubles your delicate conscience that you have wasted the children's precious time, and also much paper, for which some one has had to pay. What is the result of this uncorrected, unexamined work? John Smith makes a *q* for a *g* regularly every day of the year; Mary Lacy makes an *m* for an *n*. In number work Martin Sullivan writes 6 plus 9 equals 14 until he is ready to swear to it. I wonder how Miss Blank can correct all this in a term after promotion?

Edward Brown is near sighted; but, unconscious of the fact, you have placed him in the last seat, far from the board. If you glance at his paper in passing, you remark his stupidity in not writing down just what is placed before his eyes. Alas! I believe in the sight of the angels we teachers often appear more stupid than our pupils.

Then you have a wonderful dose of mental laudanum for Friday afternoons. You have secured some sets of outlined pictures, intended as models for drawing; but drawing requires work on the part of the teacher and pupil, and work is not your aim. You wish to keep the children quiet. You simply give these cards to the pupils to color,—no drawing. Fancy boys and girls in a third or fourth grade spending an afternoon whose results are, in many cases, red dogs with green tails and robins with pink wings.

It is the same story in arithmetic; you require no mental work. You do not lead the children to reason until they make their own rules. No, you tell them to follow the rule of page 64 of their arithmetics and they will be all right. At last, when the soothing syrup fails, as soothing syrup will always fail after a time, and the healthy child cries aloud, or in other words, when its natural activity becomes mischief, then, Miss Jones, let me whisper in your ear, that the waking children have learned to expect nothing but the rod. Oh, the pity and the shame of it!

There are times when corporal punishment is necessary; if administered calmly for a grave offence, it may do good. It is preferable to nagging and heart-scourging when you are sent to a class that has been out of discipline for a long time; but the teacher who shame-

lessly appears every day in the week with a rod in her hand and vengeance in her eye is a disgrace to her profession and to womanhood. She may keep perfect order, but it is the order found in the prisons of the country. When her convicts escape from her, the poor teacher to whom they are sent deserves sympathy.

Now, my dear Miss Gordon, this is plain talk, but we all need a dose of honesty at times. If you wish to be a teacher, next to the salvation of your soul, let your profession occupy every thought. Cling to all that is best in the old methods, study and weigh well the new ones. Examine the children's work carefully, and tolerate no carelessness. If you do not love pupils and teaching enough to toil early and late for them,—take in washing. All labor is honorable, and you can honestly say at six o'clock every evening that your work is over and you have earned your money.

Best Novels for Reading Circles.

H. J. DESMOND.

(We have received from time to time during the year, letters indicating increased activity in the Reading Circle movement among our Catholic institutions; many students' circles as also exclusively teachers' circles have been organized this year and are doing good work. In this connection we are pleased to announce a Catholic Reading Circle Manual advertised elsewhere in this issue. It is an invaluable little book for circles organized or about to organize, as it presents forms and suggestions gained from years of experience in Catholic Reading Circle work. The following short article on the novel, is taken from the Manual, copies of which may be ordered through this office at the publisher's price, 50 cents.)

WHAT are the best Catholic stories, and what stories by non-Catholics may be recommended to the Catholic readers?

Here, by way of suggestion, are twelve excellent Catholic novels: 1. "Fabiola," by Cardinal Wiseman. 2. "Callista," by Cardinal Newman. 3. "Dion and Sybils," by Keon. 4. "The Collegians," by Griffin. 5. "A Sister's Story," by Craven. 6. "Saracenesca," by Crawford. 7. "Disappearance of John Longworthy," by Egan. 8. "My New Curate," by Father Sheehan. 9. "Old and New," by Mrs. Sadlier. 10. "Marcella Grace," by Rosa Mulholland. 11. "Philip's Restitution," by Christian Reid. 12. "The Way of the World, and Other Ways," by Katherine Conway.

Non-Catholic novels: Why of course the Catholic reader may go outside of the list of purely Catholic novelists; moreover, hundreds do so, and it is to be regretted that they wander towards muddy brooks instead of towards clear and limpid waters. They read Ouida, Mrs. Holmes, Bertha M. Clay, the "Duchess" and stories of that sort. There is a whole world of better, higher and more helpful fiction. F. Marion Crawford, Mary A. Tincker and Justin McCarthy are Catholic writers in the service of the general non-Catholic public; their works are neutral religiously, but for the sake of the story, unobjectionable. There is nothing the matter with Mrs. Oliphant's, Miss Mullock's, Trollope's or Stevenson's fiction and almost any of the leading American novelists, Hawthorne, James, Howells, Hart, Cable or Stockton are safe. Yet when we come to consider the shortness of life and the large number of good Catholic stories available, we are inclined to think that the craving for fiction can be almost supplied within the fold.

As a list of novels from the field of general literature, the following may be recommended:

Walter Scott: "Ivanhoe."
Jane Austen: "Pride and Prejudice."
Goldsmith: "Vicar of Wakefield."
Thackeray: "Vanity Fair" or "Esmond."
Buchanan: "Father Anthony."
George Elliot: "Middlemarch."
Churchill: "Richard Carvel" or "The Crisis."
Thompson: "Alice of Old Vincennes."
Halevy: "Abbe Constantine."
James: "Washington Square."
Howells: "Rise of Silas Lapham."
Sienkiewicz: "Quo Vadis." (Curtin's translation.)
Historical novels: Upon the score of fairness to the

Church, most historical novels in the English language are unfortunate. But even aside from this fact, such novels cannot be recommended to the student of history; they exaggerate the romantic element, which, after all, plays but a small part in the movements of history. In this connection the following passage from Andrew Lang is of interest:

"How far an historical novelist is bound to cleave to historical truth is a question that has settled itself. He is not bound at all. This great blow for freedom was struck by Scott. The question whether or not it is wise to use these privileges is different. Nobody knows or cares whether Amy Robsart was dead (as she was) before 'Kenilworth' begins; nobody cares for the circumstance that Shakespeare could not have been about the court at the period covered by the tale. But I do not like Scott to move on or move back, whichever it is, the death of the Bishop of Liege in 'Quentin Durward.' Perhaps it is pedantic to spoil an effect of M. Zola's in 'Lourdes,' by consulting the continental 'Bradshaw,' and demonstrating that there is no such train as that on which his effect depends. Perhaps, however, this is fair against that friend of 'documents,' M. Zola. Perhaps 'Esmond' comes nearer to historical truth than any other famous historical novel. The death of the Duke of Hamilton comes in very fortunately for the conduct of the plot, and it is perhaps an advantage that it is historically right. The Chevalier might have done as Thackeray makes him do, leaving Atterbury in the lurch, as he was really left by Ormonde and the Earl Marischal. 'Esmond' may be full of historical *bevue*s, but they escape my notice if they exist, and ignorance here is bliss."

The Use of Sacred Hymns.

BISHOP MESSMER'S METHOD OF CHRISTIAN DOCTRINE.

THE singing of hymns has a great educational power. This truth can be attested especially by missionaries who work amongst barbarous nations. Religious chant disposes to devotion and moves the heart, since it is characteristic of the different tones of the voice and of music to call forth corresponding emotions in man. St. Augustine assures us that he was even moved to tears while listening to the singing of sacred hymns and psalms. Again religious chant awakens in us a longing after heavenly things, and excites in us a loathing of the sinful enjoyments of the earth. Lastly, it renders the assistance at divine worship pleasant, and draws us powerfully to the house of God. For this reason the saints can not find words enough to extol the importance of the sacred chant, and many celebrated and learned servants of God, such as King David, St. Ambrose, Bishop of Milan, Pope St. Gregory the Great, have bestowed much care on the cultivation of sacred hymns and sacred song. St. Paul, too, repeatedly exhorted the Christians to the singing of hymns (Eph. v. 19; Col. iii. 16). On this religious influence which the singing of sacred hymns exerts upon the faithful in general, see the beautiful chapter "On Congregational Singing," by Cardinal Gibbons in "The Ambassador of Christ."

Dupanloup devotes a whole discourse to the singing of hymns in Christian Doctrine. Speaking of its educational advantages he says: "The singing of hymns during the catechism is one of the most powerful means for at the same time instructing the children soundly, touching their heart, lifting up their soul, and converting them. . . . They have, further, this very great advantage, that they oblige the children at the same time to make all sorts of religious acts, acts of faith, of hope, of love, of contrition, of good resolve, etc. All these acts, in fact, are to be found in the hymns. . . . Besides,

in the catechism one is not confined to having the hymns sung; they are explained, they are developed, their beauty is shown to the children, who are made to feel their force and unction; and there is no kind of discourse to which they are more alive. . . . If well arranged and alternating with other parts of the catechism, the singing prevents weariness in the children, it refreshes them, it rests them after the more serious exercise just finished. . . . Finally, singing the hymns helps to keep order and silence, and prevents the distraction of children at certain moments which is almost inevitable."

Father Furniss, speaking of his wide experience with children, says: "Frequent singing for a very short time had the very best influence with children. But it was found that singing could be employed not only to attract and please the children, but to a considerable extent as a substitute for the painful task of learning by heart. . . . Singing of the mysteries and prayers was tried instead of, or rather in addition to, learning by heart, and the object was accomplished with tenfold facility. He strongly recommends, as an easy and quick method of learning the essentials of Christian Doctrine the singing thereof in class. 'It has been tried in a number of Sunday-schools and has been found to be very successful. . . . To learn by repetition only the prayers, principal mysteries, sacraments, commandments, etc., is to a child a fatiguing and distasteful task; to learn them by singing is a child's delight.' Book IV. is wholly devoted to a detailed statement of this method of 'Singing the Christian Doctrine,' and most excellent and practical directions are given in Chapter I., which we heartily recommend to the attention of catechists."

The Conspectus for the examination of teachers in the diocese of Cleveland says upon this point: "Music induces a spirit of devotion, and song combined with religious feeling receives its holiest sanction and its highest significance. For the impressiveness and beauty of our Catholic service, singing in schools becomes incontrovertibly of prime importance. . . . It is perhaps not necessary to remind teachers that church and religious songs must needs form the main part of the chosen songs, not merely for the aim of induction into taking part in religious service, but also to show the child the close connection between church and school, as in catechism." The Teacher's Manual of the diocese of New York, p. 106, gives a list of hymns which "should be learned by all the children of all the schools for use in congregational singing." The Philadelphia course prescribes singing of "church hymns and national songs" for every grade.

Only those hymns should be learned and practised that are usually sung in church, whether regularly or only at certain seasons, whether by the children alone or by the whole congregation. It would be a loss of time to practise such hymns exclusively which the children will never sing after leaving school. Before practising the melody and learning the text by heart, the latter should be explained to the children, so that they may understand the meaning of the words they sing; they may also be told the history of the hymn; its liturgical character and use might also be explained when children are sufficiently advanced to profit by such lessons. As a rule, the text of at least the first few strophes ought to be learned by heart and that, if possible, before the children are taught its melody. They ought to be taught by the living voice of the teacher, not by the organ or the violin. It may be well to train a few children who have a good ear and voice; the rest will learn by listening and will more easily follow the lead of those few when practising themselves.

The hymns learned should be turned to good account at suitable times in Christian Doctrine. For instance, a hymn suited to the season of the Church might be sung now and then, instead of the usual prayer. Moreover, during the instruction itself an appropriate hymn might be sung in order to let the children pour out the religious feelings just awakened in them.

The Institute.

Knowing and Telling.

GEO. D. HUBBARD.

What do you do with a boy who answers your question by saying, "I know it, but I can't tell it"? What does the boy mean? Have you as a teacher ever thought about it? Did you know, that boy is unconsciously confessing to you a need which you can and should supply? All grades and ages of students from the little fellow up to the man in college use the sentence.

It seems to me he means one of two things: either he has not sufficient vocabulary to express his ideas, or he has not a clear cut idea on the subject. Is it a matter of temperament? If so, is it so serious a matter that repeated attempts to state one's knowledge will not overcome the natural diffidence? I have much sympathy for the timid student, for I believe that his trouble comes from a lack of confidence in his own ability, or more frequently from a realization of his own hazy conceptions and consequent dread to present them to his teacher. It is not lack of power to grasp the problem for the moment a fellow student states it he says, "That was what I meant." He can comprehend it after some one else has thought it into order and told it. I hold it is part of the teacher's business in any grade, but especially from the intermediate up, to lead the pupil to think out and put into words what he has a clouded knowledge of.

If the answer "I know but I can't tell" should come to me from a savage, or from a child before his vocabulary is more than started, or from a foreigner in the same condition as to English vocabulary, I should give it credence, for I am convinced that the condition of mind implied by the statement is primitive. It belongs to an early state of culture and disappears in proportion as the individual broadens his culture. It may do for children, but should pass out of use in youth and manhood.

This cloudiness of mind is fostered by neglect of training in telling, and by the indulgence of a tendency common with many students to lodge an idea in the mind and never think it through to make it his own.

The verbal recitation, whether written or oral, is of vast importance in assisting the student to assimilate. Scholars sometimes say they could tell this or that if they had time to think it out. That is just my point exactly. They have never thought it out. They have the data (knowledge), but they have not yet organized it, and worked out the relation of fact to fact, cause to result (which is wisdom). There is such a thing as having much knowledge, being stored with facts, without having much wisdom, which is power to use them, or ability to discern the relative importance of facts. Just such a difference exists between learning and culture.

The study of presentation, of focusing the mind, and the power of expression should be considered important. The power to center the mind on expression is greater in the presence of others. Hence, the inspiration of the platform. Training is of great value. In fact, training in time will win and our students will reach the point where they can intelligently express themselves. We as teachers do them an injustice and leave them unequipped in proportion as we neglect the training in telling, and allow them to drink in knowledge without making it wisdom.

I want to emphasize, too, that the teacher study presentation, method in presentation, if you please. To prove that you have lacked in power to tell, let me mention a common experience among teachers. They tell me the way to learn a thing is to teach it. Is it your experience? The way to learn a thing is to think it out so you can tell it to some one who does not know it. When you were a scholar you made a recitation which satisfied your teacher, but when you, a teacher, came to present the same problem, you found considerably more work must be done upon it before attempting to tell it to a class. It is a very different matter to make a point clear to a teacher who understands all sides of it, than to make it clear to a student who never heard of it before. I repeat it, and you will agree with me, I think. Too often, for his good, we let a scholar off without making him, by means of questions, think out and state clearly his ideas, simply because it is easier for us.

Many a teacher, yes, and college professor, Ph.D. and all, is untidy in his speech. If he were as careless in his toilet as in the public presentation of his subject, in demonstration or lecture, he would not long remain a professor.

The Child's Activities.

M. V. O'SHEA, University Wisconsin.

Our recent studies in psychology show us that in childhood vigorous thinking must be accompanied by vigorous bodily and vocal activities. A young child who habitually has what might be called perfect control of himself from the adult point of view, is nine times out of ten one who does not know active energetic thinking and whose emotions are never bright and lively. Thought and expression must go hand in hand; and the teacher who, as a practice, restrains the expression, may be sure that she will also suppress, in a measure at least, the very thoughts and emotions which is trying to stimulate and develop.

The teacher's life would be much less of a burden if her ideal of school training was so modified as to admit of a large amount of free activity in the school-room. Such rules must be observed as are necessary to carry forward the work of instruction, but no others ought or need be enforced. This eternal keeping in order, which consumes much of the time and energy of many teachers, is due to a false notion of what teaching really is, and how children ought to be led to self-control in maturity. Because a child does not walk down stairs quietly and soberly and with austere demeanor as a grown-up would, is no reason why he should be sent back to do it over. In fact, I should regard a child who would naturally deport himself according to the adult standard as somewhat diseased or defective. If he cannot always walk to class with his hands hanging quietly at his sides, all of the wrinkles ironed out of his face, and his body carried with military precision, why, what of it? Many of the trifling disorders of the school-room would soon die out if attention was not given to them by over-zealous teachers.

One thing is certain, that a child who is continually nagged for almost everything he does in school must suffer greatly in every way therefrom. It would be strange if he would not grow soon to dislike the school as we grown people would dislike a prison-house because it has shut off our freedom. And then to always be told not to do things, to be constantly made to feel that whatever you do will be wrong anyway, is a most unwholesome and really immoral training for any one. Of course, every child when he comes to school knows that certain kinds of conduct are wrong, and the teacher may vigorously insist upon the observation and practice of the large matters of morality and propriety, but the details will take care of themselves in time if they are not made too conspicuous at the outset by constantly directing attention to them.

School Management.

The Catholic Notion of Authority in Education.

BY PERE L. LABERTHONNIERE.

(No 7 Pedagogical Truth Library, N. Y.)

VI.

The Teaching of Revealed Doctrine.

Perhaps some one will pretend that it is dangerous to proceed thus; that, under pretext of awakening souls to life, we shall arouse them to trouble and anxiety; that, instead of rooting faith more deeply within them, we shall risk making them lose it, by cultivating in them, as it were, under the form of initiative, a spirit of presumption and revolt. Are we not putting them at variance with truth, when we should rather be teaching them simply to submit to it? To those who reproach us thus, we can at first hardly refrain from answering that they lack confidence in Christianity. Do they not seem to think, that, if we look at it too long and examine it too closely, it will vanish like an illusion? What is really to be feared is not that we shall look at it too long or that we shall examine it too closely, but rather that we shall not look at it long enough nor examine it closely enough. No doubt, we must admit that a crisis may result from the method we propose; but it is altogether necessary that, in one way or another, a crisis should arise. Only at this price can the desired transformation be accomplished. If the struggle does not take place, the flesh and the thoughts which are born of the flesh will not be conquered by the spirit. Moreover, do what we will, we can never make human life anything but a risk; since to live without human dangers and perils is not to live like a man. And here I ask: which is to be dreaded the more, which is the more adverse to the reign of Christ—the secret opposition of passive and unreflecting souls who are Christians only by exterior habit, or the open and conscious revolt of the proud who stand forth in opposition to the truth? We are right to guard against the rashness of the latter, but should we be any less on our guard against the torpor of the former? If it is true that those whose thought moves and renews itself, are exposed to the danger of making mistakes, we should consider also, that they alone, with the help of God's grace, can grow in the knowledge of the truth. Is it not of them that the words have been spoken: "you are the salt of the earth"? But as for those whose thought is dead, who have become creatures of routine, for whom Catholicism is only a sort of superstition accommodated as well as may be to the tastes and cares of their own lowly or aristocratic lives,—of what are these people capable, and what can we expect from them? True enough, they go thru no crisis, but in reality, no matter what appearances are, the flesh in them has never been brought into subjection to the spirit. We know perfectly well—and if necessary we could give many instances to support the statement—that Christian faith is alive and active only among those

who, in one sense or another, but always by the sweat of their brows, have personally co-operated in the winning of Christian truth. "Those who dread error too much," said Lacordaire, will never dread indifference enough." The proper distinction to make is not between the faith of a learned man and the faith of a charcoal-burner, but between faith which lives and faith which does not live.

Nor let it be objected that we subordinate faith to reason, when we say revealed truth should be accepted rather than submitted to. This would be wofully to mistake the meaning of the initiative here required, and the character of the adhesion that man is called upon to give. Such adhesion is not produced naturally and spontaneously. It requires that grace should be acting in us, and we ourselves acting with grace. This adhesion is a living thing. Consequently we must always keep it in good condition, renew its motives, make it deeper, more complete, and more sincere. Only when thus conceived, is it the ideal to be aimed at. So little are we to subordinate faith to reason—a phrase, moreover, utterly void of meaning—that, on the contrary, we are to open our reason more and more to supernatural truth to be illumined, penetrated, informed by it. If it seems that, in appealing to the intellectual initiative of those whom we teach, we are inviting them to judge, let this not deceive us; we are inviting them to judge not the doctrine, but rather themselves in the light of the doctrine. In order to be open to truth in order that truth may descend into us or that we may mount towards it, we must commence with believing that our own knowledge does not constitute the whole body of truth. We must learn to go out of ourselves, and to divest ourselves of our own ideas. The result will be that, instead of disfiguring or denying the truth, by wishing to lower it down to our own level, we shall enlighten ourselves by its light, and affirm it by bringing ourselves up to it and by adapting ourselves to it. The requisite initiative, then, has nothing in common with the spirit of presumption and pride; on the contrary it essentially supposes a distrust of ourselves. The really presumptuous and proud are those who imagine that they can have the truth without its costing them anything.

The fact is that, to teach efficaciously, to arouse minds from torpor and lead them to live personally by the truth we must begin by taking the trouble to live by it ourselves. And indeed this is a trouble, an effort that must be made and renewed incessantly. The real danger is lest we shall be wanting in courage. Here, as elsewhere, life communicates life: *Omne vivens ex vivente*. It may seem more simple, and of course it is less troublesome, to confine ourselves to bookish explanations, to current and ready-made formulas—the dead and discolored remains of once living thoughts,—and to present them saying: "Accept this; do not discuss it; seek nothing else; stifle the objections which rise within you, and do not uselessly run the risk of falling into error." Yes, but by this simple and less troublesome method, we divest ourselves of our task of educators and apostles: we let beliefs become like mummies in the soul.

Still it remains true that anyone who has received and accepted the mission of teaching can never take sufficient precaution against himself. To those who listen to him, he owes the example of intellectual sincerity and distrust of self. He will force himself, therefore, to forget

self more and more, in order really and openly to live upon the truth. Thus, by the impression he makes on others, he will help them to take, in their turn, a loyal and sincere attitude. He will always be concerned to bring truth into his own soul, and likewise to put his own soul into the truth which he teaches, so that, quickening it with his own spirit, he may make it penetrate into other souls. Meanwhile he seeks, and seeks indefatigably to see better, himself, that he may make others see more clearly. His ear is open to every voice. He interests himself in all the efforts of the human mind; and while trying to extend to others the charity of understanding them, he himself profits. He knows that the air of easy triumph, which we perceive, alas! too frequently, has nothing in common with true force and true life of thought, any more than with true firmness of faith. He knows that to believe in Christianity is quite another thing than to have confidence in oneself and to attach oneself stubbornly to the more or less inadequate ideas which one has formed. He is not one of those for whom difficulties do not exist and never have existed, simply because they themselves have never understood anything. It is time for us to have done with that convenient but disastrous method which consists in giving a condescending treatment to the doctrines to be refuted, in misrepresenting them, and in making them appear absurd so as to crush them afterwards with our sarcasm and disdain. Under the pretext that we possess faith, we act just as our opponents do under the pretext that they possess science. But the method is no less legitimate in the one case than in the other. Whoever we are, we never have to vanquish anyone. We have only to struggle in an attempt to win what we lack; to struggle for ourselves indeed, as well as for others,—but against no one.

Let us not be afraid to say that, as long as we are on the earth, the attitude of research is the only proper one for teachers; for all of us have a Master of whom we must ever be learning. There is only One, and he is the same for all. Moreover, this is the only attitude which agrees with true faith,—with the state of souls traveling here below and advancing toward God. It is the attitude of those who are moving on and making progress toward an end. To recall once more a marvelously deep saying of Pascal's, they would not be seeking, if they had not already found.

All this comes to saying that, from this point of view, we can reconcile the opposition pointed out, only by teaching Christianity in a Christian way; conformably to the spirit of Christ, which is a spirit of life, of liberty, and of renewal. It may seem that in this we enunciate a simple truism. Nevertheless this truism is forgotten, whenever we pretend that Catholicism is essentially a system of spiritual oppression; or whenever we undertake to teach without making it our chief concern to teach in a Christian way.

It results, then, from what has been said, that, if we really wish to consider the supernatural as a life which communicates itself by means of teaching, we must understand that it is not a strong hand which an exterior authority lays upon minds in order to enslave them, but rather a light and a force elevating them above themselves and above every narrow or selfish interest, and fitting them for a higher life.

Truly, whether in defense or attack, every time that the supernatural is made to appear anything but what we have described it to be, a phantom is substituted for a reality, an idol for the living God; and it is for or against an idol that the battle is waged. This, then, is the illusion which it is important to unmask; and the illusion once unmasked, all the attacks of which Religion is the object will appear pitiful and without significance.

Examinations

GRANT KARR, SUPT. TRAINING DEPT., STATE NORMAL, OSWEGO, N. Y.

"Prove all things, hold fast that which is good."

I. Introductory.

1. From time immemorial examinations of some sort have been held in connection with the work of teaching. At times they have become so formal and perfunctory as to pervert and become an obstacle to the educative process. This has led some teachers to believe that examinations are bad in themselves and should for this reason be discontinued altogether. Hence, in many instances, they have been replaced by so-called "tests," "written lessons," "reviews," "reproductions," etc.

2. But it has been found that the exercises thus substituted for and serving the purpose of examinations, are liable to the same difficulties and abuses as examinations themselves. In fact they are examinations under another name—under an "alias."

3. This inability to get rid of examinations leads to the conclusion that an examination is a procedure of greater importance than is at first apparent, and it is not improbable that it is quite essential to the teaching process. This would explain its great vitality in resisting attempts at its extermination.

It is not the examination *per se* and its legitimate use as an educational means that causes the evil effects charged against it, but rather its abuse as an end of teaching.

4. A general principle:—No mechanical arrangement can ever adequately take the place of the thinking teacher.

II. Examination literally means an acting or driving out. "It is not an ex-amination." [C. F. Andrews, State Inspector of New York Normal Schools.]

Examination is the act or series of acts, on the part of both teacher and pupil, in education, which reveals to the teacher the status of her pupil in any particular branch or part thereof which their work has covered. The elements involved are: 1. The free and untrammelled experiences of the pupil in some assigned field, definitely expressed. (See Training Department Bulletin I., on Independent Work.) 2. The criterion of the teacher of what she thinks the pupil should be able to do. 3. The judgment of the teacher as to the agreement or nonagreement of the pupil's work with this criterion; and the criticisms and corrections of the pupil's work.

III. The purpose of an examination is, nominally, to find out the pupil's ability in some particular line. But it is more than this. It must never be lost sight of that the examination is educative, *i. e.* it is a means of education, and education is never a means to an examination. The idea of education in its best and broadest sense must ever be held in mind during examinations if they are to be of value and accomplish even their nominal purpose. In fact, this is the only way in which an examination can accomplish its purpose. Otherwise the pupil's work becomes artificial. If we would study the play of animals we must not put them in a cage and poke them with a stick. Much

less should we surround the pupil by artificial environment if we would learn what he truly is and thinks. The pupil must be allowed to be his real self, and given opportunity to express this self in words or otherwise. This expression is a symbol of his thought or ability which the teacher is to judge and criticize. It is not a thing but a think that is to be judged. The thought process is the essential thing and not its external manifestation. A fact is a thing made and its maker is a process of thinking. It is this process of thinking that the examination should reveal in the fact asked for; as the establishment of this process is the end and aim of instruction. In such an examination the only "coaching" of any value is thoro and wise teaching.

IV. Universality of examinations: All things human have their examinations. Thus in law much time is spent in the examination of witnesses, precedents, briefs, titles, claims, etc. In medicine all depends upon the diagnosis, which is the result of examination. In science all generalizations are the result of careful and painstaking examination of the concrete data. The same is true in the church, commerce, business, industry, etc. Just as examinations touch every line of human activity so they play an important part in every phase of life, and especially of the teaching process,—discipline and training as well as instruction.

V. Law. Underlying all these various examinations is the same fundamental law, viz.:

1. A careful cognizance of the concrete data in their natural setting. 2. Their valuation with respect to some standard. ("Judgment should be reserved till the evidence is all in" and "the case is closed." The law that no man shall be tried twice for the same offence is based on sound psychology. Why should not the same rule hold in pedagogy?) Besides these, in the work of teaching, all work should be criticized and corrected in order that it may remain educative.

VI. Form. Whether oral, written, or other mode of expression, e. g., drawing, manual training work, basket making, paper cutting, sewing, weaving, etc., is used in examinations, does not modify their essential nature: the general procedure is the same. The same care should be taken in preparing work for an examination as in any other case. An examination must give the pupil as good an opportunity as possible to organize and express his thought. Where questions or topics are used they should touch him vitally and be arranged in accordance with the laws of his mental development, so that each would follow naturally out of its predecessor or out of the whole; so that each should "get up steam" for its successor. Thus, in elementary geography, for instance, after the pupils have studied the match factory for a sufficient length of time, they might be given the following scheme to write upon, viz.:

1. Tell all you can about the making of matches.
2. Where do the different materials come from?
3. How are they brought here?
4. What is done with the matches?
5. How did people get along before they had matches?

6. Is it more convenient with or without matches? Why?

Such a plan will call forth the pupil's best efforts because he is thinking the same general thing, matches, for a longer period, and if he has been properly taught he will become more and more absorbed in it. As a usual thing his language and penmanship will be much better than when the topics are isolated; because they will then be the natural servants in the expression of his genuine self. They thus become a part of his larger circuit of thought—matches in this case—and become surcharged with the energy of the whole subject.

VII. Necessity. Examinations are not confined to the discussion of formal set questions or topics, but are present in the answering of any question or the interpretation of any remark or action. They permeate every phase of the teaching process. In government the only way to learn the cause of the disorder or irregularity is by examination. In short, examination is a principle and is ever present. It permeates every detail of school work. Any new knowledge whatsoever regarding the pupil's comprehension, action, or disposition, is the result of examination.

VIII. Relation of examinations to

1. Independent work (see Bulletin I.) is quite apparent as the pupil's part of the examination or inspection is independent work.

2. Lesson plan is quite similar, for the first part of the examination is a carefully planned lesson unity or rather, perhaps, the planning of a unity which includes several lessons.

3. Criticism lessons, in which the report of the lesson corresponds to the work done by the pupil and the criticism and final summary to the inspection and judgment of the teacher.

4. Monthly reports, which express the teacher's judgment of the pupil's work for a month, is also apparent. They are the expression of a larger and more extended examination,—a summarized serial examination as it were.

5. The teaching process in general, is very evident and equally vital. The whole step of preparation as well as that of application is the result of examination; for thru it the teacher becomes aware of the pupil's status and is thus enabled, by knowing what the pupil can understand and has understood, to proceed pedagogically. In short, the principle of examination is everywhere in the whole teaching process; in the largest unity, the smallest question, look, action, posture or gesture; in government, discipline and training, as well as in instruction; and the wise teacher will take account of it and use it to advantage; in fact, must do so, if she is to succeed.

IX. Conclusion. An examination is a two-edged sword that cuts both ways at the same time. In judging others the teacher judges herself and constantly puts her criterion to the test, and if she keeps herself growing will often have occasion to modify and rectify her standards. A person receives what he gives. In this way might be interpreted the injunction, "Judge not that ye be not judged. For with what judgment ye judge ye shall be judged, and with what measure ye mete it shall be measured to you again.

Language and Reading.

Composition Exercises Based on the Study of Models

A new book on School Composition has just been issued from the press of the American Book Company, in which the author, W. H. Maxwell, superintendent of New York City schools presents a method involving as a staple the analysis and imitation of models. These models are well chosen with respect to the tastes and interests of children in the grammar grades. The following lesson from the book illustrates the plan. This particular lesson is for training in descriptive composition.

My Grandmother's Portrait

We have no family portraits, Prue and I; only a portrait of my grandmother hangs upon our parlor wall. It was taken nearly a century ago, and represents the venerable lady, whom I remember in my childhood in spectacles and comely cap, as a young and blooming girl.

She is sitting upon an old-fashioned sofa, by the side of a prim aunt of hers, and with her back to the open window. Her costume is quaint but handsome. It is a cream-colored dress made high in the throat, ruffled round the neck and over the bosom and shoulders, and the sleeves are tight, tighter than any of our coat sleeves, and also ruffled at the wrist. Around the plump and rosy neck hangs a necklace of large ebony beads. There are two curls upon the forehead, and the rest of the hair flows away in ringlets down the neck.

The hands hold an open book; the eyes look up from it with tranquil sweetness, and thru the open window behind you see a quiet landscape—a hill, a tree, the glimpse of a river, and a few peaceful summer clouds.

STUDY OF THE MODEL.

Do you not find after reading the model that you can almost see the portrait? This shows that the description is a good one,—it is a picture made by means of language.

Observe how carefully the writer has set to work to cause you to see the picture as he sees it. First he tells whose portrait it is. Then, after stating where the girl is sitting, he begins to describe with great minuteness her costume. Why do you suppose so much space is given to the description of the costume?

In the last paragraph the eyes are described as tranquil, the landscape as quiet, and the clouds as peaceful. In what respect are the meanings of these three words similar? Can you tell from his use of these adjectives what impression the picture must have produced on the writer?

Following is an outline of the description:—

I. Introduction.

1. Subject of portrait.
2. Date of portrait.

II. Detailed description.

- | | |
|-------------|--------------|
| 1. Posture. | 3. Necklace. |
| 2. Costume. | 4. Hair. |

III. What the portrait suggests.

1. Reading.
2. Peace and sweetness.

Written Exercises.

1. In your geography there are probably many pictures illustrating the peculiar costumes worn by the people of certain countries. Describe one of these so accurately that your classmates will be able to pick out the picture you have used.

2. Describe the costume of one of the members of your class. See whether your classmates can tell whose costume you have described.

3. Combine each of the following pairs of sentences into one simple sentence by making the second one of each pair a participial phrase. Observe that by doing this you emphasize, in each case, the thought expressed by the first of the two sentences.

Example. My grandmother wears a cream-colored dress. It is made high in the throat.

My grandmother wears a cream colored dress made high in the throat.

1. This is the picture of a dear little girl. She is dressed in a quaint costume.

2. The driver has a broad, full face. It is curiously mottled with red.

3. Like a cauliflower, he has a multiplicity of coats. The upper one reaches to his heels.

4. He wears about his neck a huge roll of colored handkerchief. This is knowingly knotted and tucked in at the bosom.

5. The slave wore a silver collar. It bore an inscription.

6. Sandals protected his feet. The sandals were bound with thongs made of boar's hide.

7. On one side of the warrior's saddle hung a short battle-ax. It was richly inlaid with Damascene carving.

Prince John rode at the head of his jovial party. He was splendidly dressed in crimson and gold.

And well may they cheerily laugh, "Ha! ha!"

In a chorus soft and low,

The millions of flowers hid under the ground—

Yes—millions—beginning to grow.

The cock is crowing,

The stream is flowing,

The small birds twitter,

The lake doth glitter,

The green field sleeping in the sun.

—Wordsworth.

The willows quicken at the river's brim

The eager alder breaks her tiny buds,

The upland hills are wrapt in hazes dim,

And sweet, impulsive life has stirred the woods

—Dora Read Goodale.

LANGUAGE THROUGH NATURE

These two language lessons are reproduced from "Language Through Nature, Literature and Art," published by Rand, McNally & Co., Chicago. The volume in itself is a beautiful book and the material it contains is as interesting, helpful and valuable for purposes of language teaching as the book is beautiful in its make-up.

Lesson 127

BUDS

Describe the appearance of trees and bushes in winter. Tell how they look in the spring.

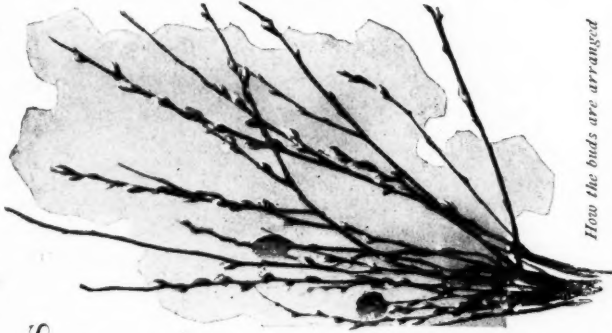
From what do the leaves and blossoms come?

Tell all you can of the color, size, and shape of buds.

Tell what you notice about the arrangement of the buds on the twigs. When were they formed upon the trees and bushes?

How were the buds protected during the cold weather?

What causes the leaves and blossoms to appear?



How the buds are arranged

SUGGESTED WORK

Bring twigs to school from as many varieties of trees as possible. Make paintings or drawings of one twig of each kind. Place the twigs in water and watch to see what happens.

After a week make another painting or drawing of the same twig, showing what changes have taken place.

Watch the trees from which the twigs came to see if a similar change takes place there. Keep a record of the date on which each kind of tree blossoms. Watch for any visitors that may come to the tree. Try to find why they come.

Write a paper to put with your drawings, giving anything of interest about the tree that you have not been able to tell in your picture of it.

If you have in your collection of woods a leaf, a specimen of the bark, and a cross section from the same kind of tree, add the twig, and your paper upon the tree to that collection.

Lesson 126

USES OF SAP

The woods are still sleeping,

But grass is a-peeping

From under the snow.

The swallows are coming,

The bees are a-humming,

The sap has begun to flow!

—*Andrea Hofer.*

At what season of the year does sap begin to flow?

Mention ways in which the sap of trees is used by man.

Tell which of these uses seem most important.

Tell all you know about the making of maple sugar.

In what ways is the sap of other trees prepared for use?

Write about the ways in which the following parts of trees are used — wood, bark, fruit, leaves, sap. Arrange in paragraphs.



Nature Study.

Physiology

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A Study of Digestion III.

Chemistry of Digestion.

This topic, it will be noted, was reserved until the class had a thoro working knowledge of the parts of the digestive system and of the materials with which this system had to deal. The question is: What is done to the food in the canal? How is it acted upon in preparation for its entrance into the blood and consequent distribution thruout the body to the hungry cells? The distinction was clearly made between digestion, absorption and assimilation. Evidently large pieces of material could not get thru the walls of the stomach or the intestine; liquefaction seemed necessary, and we experimented to solve this problem and others which had been suggested.

We first considered the conditions which obtain in the stomach immediately after a meal. The food is soft, moist, and finely divided (or should be); it takes on the temperature of the body, which was found experimentally (chemical thermometer held under base of tongue) to be 95 degrees F.; and, thirdly, it is subjected to the action of gastric juice. As the stomach acts especially upon the lean meats (proteids), the white of egg, hard boiled, was selected as the food to be experimented upon. The class was told that gastric juice, consisting mainly of water at body temperature, contained also pepsin and very weak hydrochloric acid (.2 per cent sol.), and these reagents were placed at the disposal of the class. Into each of three test tubes we put about a thimbleful of the white of an egg, grated thru a wire screen; then we filled each tube to the depth of two or three inches with water at the body temperature. To one we added a pinch of pepsin, to another a little of the acid, and to the third both pepsin and acid. A fourth tube was prepared similarly to the third, save that large pieces of egg were used instead of the grated egg. These four tubes properly labeled, were placed in a tumbler of warm water, and the tumbler placed on a board on the radiator where the heat would be fairly constant at about body temperature. A fifth tube containing grated egg, cold water, pepsin and acid, was put in a cool place. On the next day we noted that the third tube was the only one in which digestion was complete. From these experiments we learned that both pepsin and acid are necessary for gastric digestion, that imperfect mastication

is a hindrance to digestion, that cold drinks during meals retard digestion, and that complete digestion means complete liquefaction.

To throw some light on the question of how the digested (liquified) food may enter the blood vessels which are so abundant in the lining of the food canal, we performed an experiment in osmosis. A thistle tube was filled with salt water, and a piece of bladder skin (parchment or frog skin will do) tied over the mouth of the bulb. The tube was placed in a tumbler of fresh water, with the water at same level in both tube and tumbler.

In a few hours the water had risen in the tube, and the water in the tumbler was salty, thus indicating a passage of liquid thru the membrane in each direction, but more rapidly from the "thin," to the "thick" (dense) liquid. We must bear in mind that conditions may be much more complicated in the living body, and the osmosis alone may not explain the entire situation.

Now that we understand the nature of digestion, we are prepared to follow the food in its course thru the alimentary canal, noting the action of each secretion upon it in turn. The saliva changes the insoluble starch into sugar, which is soluble; gastric juice changes the proteids ("lean meats") into soluble substances (peptones); the secretion of the liver acts upon the fats; pancreatic juice acts on all the foodstuffs, digesting portions which have escaped the action of the other juices. The lining of the small intestine secretes the intestinal juice, which serves to complete the digestive process. The quantity of saliva secreted daily is about three pints; of gastric juice, from five to ten quarts. The chemistry of digestion occupied our attention during the seventh and eighth weeks.

VI. *Cooking.*

Some foods, e. g., eggs, are more digestible when raw than after being cooked; milk, fruit, and some vegetables are generally eaten uncooked, but the vast majority of foods are subjected to the cooking process. Man is the cooking animal. Cooking develops odor and taste, rendering food more palatable. The cellulose of plants and the connective tissue of animal foods are softened, facilitating mastication and the penetration of digestive fluids. Starch grains swell and break with the heat and moisture. The warmth of cooked food is favorable to more rapid digestion. Cooking destroys bacteria and other harmful organisms that may be present. Ordinary frying is bad, but frying in boiling fat is not objectionable. Stews are to be treated differently from roasts, etc. Practical demonstrations here in the art of cooking would have been fraught with excellent results.

Food adulteration was touched upon in this connection.

VII. *Temperance in eating and drinking.*

The last three weeks of the term were devoted wholly to this topic, the moderation in all things had been preached thruout all the work. The quantity of food, and the time and frequency of eating, are texts from which many sermons might be delivered to the American people. The effects of hot and cold drinks demand consideration. Tea, coffee, alcohol and tobacco allow considerable elaboration.

* * * * *

Frequent reference has been made in this article to the cell as a unit. The teacher, if not the pupil, should be thoroly familiar with this fundamental basis of all life. There are many large cells that can be readily demonstrated; these may be described in a later paper.

Finally, let us strike zealously to bring about this result,—that all who come within our influence may be led to realize the duty, the necessity, the glow of health.

Suggestions for March

Geography.

March has its name from the old Roman Mars, or god of war. March was the first month of the Roman year and March first was the New Year's day of Rome. As late as 1752 the legal year in England began March 25, somewhat as our fiscal year begins August first.

March 21 is the date of the vernal equinox when day and night are equal the world over. For three months the days in the northern hemisphere will increase in length and for the same length of time the days in the southern hemisphere will grow shorter and shorter.

Bird Study.

Spring birds are coming.

Welcome to the bluebird, robin, song sparrow, blackbird.

Who will see one of these first?

Who has seen one of them?

Watch the spring birds closely as they come.

Observe how they look and what they do, and try to describe them and their actions.

Why are birds afraid of us?

Try to make the birds love and trust you.

The owl is the first bird to nest in our northern woods. The white snowy owl of the winter goes northward in March, but the hoot owl with barred feathers hunts up a hollow tree or an old crow's nest and lines it with feathers. Two to four eggs. In winter owls live mainly on small birds, mice, and rabbits.

Our birds down south for the winter are getting very restless and are beginning to think of their favorite trees and meadows where they have their summer homes. Now, while the trees are bare, is a good time to locate empty nests. They are very likely to be re-occupied and then the birds can be studied to advantage.

Germination and Buds.

Peas, corn, beans and wheat may be sprouted for class work by planting them in cotton batting suspended in a jar so as just to touch the water. This is a more cleanly way than planting in boxes of earth that usually leak and stain the window-sill, and it affords more favorable conditions for the study of root growth.

Twigs of willow, poplar, cottonwood and elm may be set in a bottle of water and kept in a warm room to force an early growth.

March Plant Lessons

Flax, Grains and Grasses.

Material. A little young wheat, oats, corn, and timothy in boxes or flowerpots. Stalks of a few large, wild grasses and of grain collected in the fall. Grow a few beans for comparison. Flax, flax seeds, linseed oil, linseed cake.

I. Grasses as landscape features in the temperate zones. Lawns, meadows, prairies, savannas, pampas, steppes.

II. Structure of grasses. Monocotyls and dicotyls.

III. Grasses as food of wild and domesticated animals.

IV. Grasses furnishing food and other useful material for man. Wheat, rye, barley, oats, Indian corn, sorghum, sugar cane, cultivated and wild rice, bamboo, and the cane in southern canebrakes, are all grasses.

Our breadstuffs are directly derived from plants of the grass family; meat and dairy products, hides and wool are indirectly derived from grasses thro animals. The grass family furnishes to man in the temperate zones the most valuable of all plants.

V. Influence of agriculture upon man. Could a densely populated country subsist on game and wild fruits? Is a high civilization possible without an abundant and regular food supply? Say a few words about agricultural schools. The School of Agriculture, St. Anthony Park, Minn. The teacher should visit this school.

VI. Domesticated animals and cultivated plants as factors in civilization. One or two review lessons.

—St. Paul Report.

March

The stormy March is come at last,

With wind, and cloud, and changing skies;

I hear the rushing of the blast

That thru the snowy valley flies.

Ah, passing few are they who speak.

Wild, stormy month, in praise of thee;

Yet tho thy winds are loud and bleak,

Thou art a welcome month to me.

For thou, to northern lands, again

The glad and glorious sun dost bring;

And thou hast joined the gentle train

And wear'st the gentle name of Spring.

Then sing aloud the gushing rills

In joy that they again are free,

And brightly leaping down the hills,

Renew their journey to the sea.

Thou bring'st the hope of those calm skies,

And that soft time of sunny showers,

When the wide bloom, on earth that lies,

Seems of a brighter world than ours.

—William Cullen Bryant.

Number and Arithmetic.

A Lesson on Teaching Process of Multiplication

ADELINE E. THOLL IN AMERICAN EDUCATION.

Aim—To teach multiplication by numbers of two digits.

Preparation—Before teaching this lesson, pupils should have accurate knowledge of the multiplication tables, and be able to use multipliers of one digit rapidly and accurately.

The number 10 should be used as one digit and in connection with it should be taught multiplication by multiples of 10, as 20, 30, etc. In multiplying by the multiples of 10, let pupils use the short way, that of writing the zero in units' place in the product, and multiplying by the digit which shows how many tens in the multiplier.

Presentation—Put on the board an example as 23 multiplied by 24.

23

24 = 20 + 4.

Question pupils to bring out that 24 is equal to 20 + 4.

The pupils know how to multiply by 4, so this part of the work can be readily done.

23

24

92

Question to bring out what part of the multiplier is to be used next.

Proceed to multiply by 20, letting pupils describe the process as follows:

23 20 times 3 units are 60 units.

24 60 units = 0 units and 6 tens.

— 20 times 2 tens are 40 tens.

92 40 tens + 6 tens = 46 tens.

460 46 tens = 6 tens and 4 hundreds.

552

After each multiplication, question for the value of the digit in the product obtained, and where it should be placed.

Since the pupils have been taught that units are always placed under units and tens under tens, they can readily tell where each digit should be placed.

Question to bring out that

$$92 = 4 \times 23$$

$$460 = 20 \times 23$$

$$552 = 24 \times 23$$

and that the sum of the two products equals 24 times 23.

In connection with this, teach the terms first partial product and second partial product for 92 and 460.

Then work the same example using the shorter method of multiplying by 4 and 2 instead of 20.

Question for the value of the zero and show that since it amounts to nothing, it may be omitted.

23

24

92

46

552

Question for the position of the 2 in the first partial product with reference to the 4 which produced it; for the position of the 6 in the second partial product with reference to the 2 which produced it. Then for the adding of the two partial products to obtain the whole product.

Drill on other examples using the last method.

Deduce the rule that the first figure of each partial product is placed under the figure of the multiplier that produced it, and the partial products are to be added for the whole product.

Estimating Versus Measuring

It is important that children should have much drill in estimating distances, it has its value not only in the study of geography, but in all the affairs of life, as well. Let them be supplied with measures, foot-rules, etc., and encourage their constant use. It is not necessary to spend much, if any, money for this purpose; many merchants will freely give, for advertising purposes, excellent foot-rules, yard-sticks, etc. Or the ingenious teacher can easily make them from good cardboard.

Let the pupils estimate the length of their slates, the width of their desks, the size of the schoolroom, the length and width of the yard, and a multitude of other objects, taking care in every case to verify their estimates by careful measurements. I think it would be easy to arouse an interest in such work that would almost amount to a passion. To get ideas of longer distances, a neighboring field, city-block or familiar piece of road may be used. To pupils thus trained, it will mean something when they are told that a monument or a tower is so many feet high, or that a river, road or a street is so many feet wide. If they read that Denver is 5,000 feet above sea-level, let them think of the piece of road a mile long set up on end to represent this height. To most students of geography, probably such statement of distances means nothing beyond the figures in which they are expressed. The height of Mount Washington given as 60,000 feet instead of 6,000 would mean only a difference of one zero.—E. C. Hewitt.

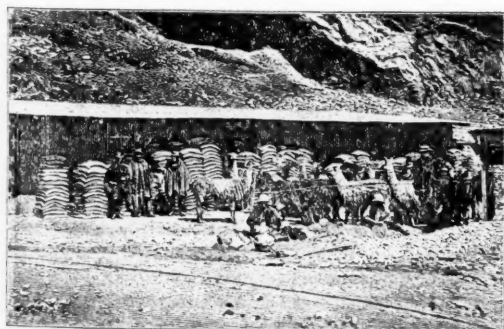
Geography and History.

Great Industries

NELLIE MOORE.

Silver.

Silver is found in many parts of the world but more than half of the present supply is obtained in the United States and Mexico. Some of the richest silver mines in the world are in the Andes. At the town of Cerro de Pasco about the center of Peru is one of the richest bodies of silver ever known, about a mile long and more than half a mile wide. This lode has been mined for hundreds of years and thousands of tons of pure silver have been taken from it. It is still worked and its ores are transported over the mountains to the coast on the backs of llamas. The accompanying cut, from Frank G. Carpenter's valuable "Geographical Reader, South America," shows a group of those useful beasts of burden, the llamas, waiting to be loaded with bags of silver ore. This slow and difficult method of transportation has done much to retard the development of the rich silver regions of South America; and presents a sharp contrast to the modern method shown in the other picture of a Colorado scene where bricks are being loaded on a train. Each one of these bricks are so very heavy that should you try to lift one it would seem as if it were riveted down. In some places where they store silver bricks visitors are told that they may have all they can carry away; but when they make the effort they generally find they can with great difficulty lift one and carrying it is quite out of the question. All



Bags of Silver.

this may seem to have no connection with the llamas of South America; but it gives some faint idea of the small amount of heavy silver ore one llama can carry and the number of such beasts and their drivers that must be supported in the operation of the South American mines which reach the richest silver ore bodies the world has yet known.

In Bolivia there is a strip of territory wider than the state of Pennsylvania and as long as from Philadelphia to Omaha that is dotted over with silver mines. It is believed that Bolivia has given more silver to the world than any other country. From a single mountain in Bolivia, Potosi, almost \$3,000,000,000 worth has been taken. One authority estimates that had that much silver been made into teaspoons it would have been sufficient to furnish every body now living with two solid silver spoons. This great silver mountain, 2,697 feet above the level of the plain on which the city of Potosi stands, has been



Shipping silver bars, Colorado.

mined to within 125 feet of its top and it seems to be almost a mass of silver ore.

Forms

Silver seldom occurs pure and then only in small quantities. It is generally found in ores in combination with lead, sulphur, copper, gold, mercury, antimony, and other "silver minerals" that give a great variety of native alloys. Silver also exists in solution in sea waters, but no profitable method of extracting it has yet been discovered. Silver usually occurs in irregular ragged masses, in thin sheets coating the surface of vein stones, or in thread like form as if drawn out into wire. These threads or wires are sometimes a foot long and several of them are matted together like hair. At Kongsberg in southern Norway the metal has been found in large perfect crystals and in masses that retain their whiteness without tarnishing to a remarkable degree, which is supposed to be due to the presence of mercury. One mass of this white Norwegian silver, taken from the Kongsberg mines and preserved in the Royal Museum at Copenhagen, weighs more than 500 pounds. One mass in Peru is said to have weighed 800 pounds. Some mass specimens are remarkable for being joined to copper without being combined with it, part of the mass will be silver and the rest of it copper.

When the silver ore is taken from the mine it is usually a dull brown sometimes even black, its dark color being caused by sulphurous vapor of the ore vein or the combustion of powder. It is generally understood that such vapors rapidly change the color of silver, and that silverware is tarnished and even turned quite black by the tainted atmosphere about drains and vaults and the sulphurous gases from burning coal.

Reduction of Ores.

Owing to silver's native form generally in combination with other minerals its production in a large way is more dependent upon mechanical power than upon the labor of men. To extract the silver ore from the rocks in which it is embedded and to reduce it after it is mined generally requires an expensive plant backed by large capital. Of course the treatment of the ore must depend upon the substances with which the silver is combined. Its extraction from many of the ores is very difficult and it is only recently that processes have been discovered that enable the low grade ores (yielding from \$3.50 to \$8. per ton) to be worked profitably.

When the ore as it comes from the mines is run over screens made of iron bars the small pieces fall between the bars into bins and the large ones go on to the rock breakers. After being broken into pieces suitably small they also go to the bins with the others, whence all are taken to the driers to remove the moisture. Afterward the pieces of ore are mixed with salt (sodium chloride) and put into the roasting furnaces, where the heat sets chlorine free from the salt, and that combines with some of the compounds in the ore to form chlorides from which silver and other metals with which it is associated can be obtained.

The roasted ore is taken to the stamp mills to be crushed. For the succeeding processes see the last article of this series in *Intelligence* of February 15; for gold and silver are not only found together but are subject to much the same treatment to extract them from their ores.

Underground in a Silver Mine.

A silver mine is truly an underground town made up not of regular streets and houses but of crooked galleries and pathways full of angles and irregularities as they follow the veins of ore, and containing timber enough to build a large town; for where the soft mineralized matter mingled with hard rock has been tunneled or excavated for ore it must be patched together and upheld by braces to keep it from collapse. Then there must be an elaborate and expensive fire-fighting system for the amount of timber packed into a mine is so great and the draught in cases of fire so violent that it is impossible to overestimate the inflammability of a well timbered mine. A fight with fire in the recesses of a mine surpasses in danger and heroism the fiercest fire battles waged on the surface. Streams of water poured on red hot rock make volumes of scalding steam. Cave-ins drive poisonous and sometimes inflammable gases on the fire fighters who are often overcome by the fumes of sulphur antimony and other minerals.

Sometimes the shafts of burning mines are hermetically sealed and steam is forced into them with all the power of giant engines. In one well known instance where a burning mine was sealed and opened several times, after two and a half months of effort to subdue the fire the firemen sent down to investigate were brought up insensible. Mines have been known to burn for more than a year, and one reliable authority tells of red hot rock in some drifts of a silver mine three years after the fire first began.

Nor is fire the only danger that constantly threatens the miner. Silver mines sometimes go down so deep that the heat is so great the miners can work but a short time before they must be relieved by another set of men, and the steam from hot underground waters keeps the rocks dangerously slippery for all who move over their perilous surfaces.

So the enormous cost and danger of constructing and operating a mine, reducing the ore or separating the silver from the other minerals with which it is combined and, in the case of the South American mines, transporting the ore over mountains as yet inaccessible for railroads, all combine to keep silver among the precious metals.

Suggestive Notes on the Study of the Indians

In teaching the beginnings of our country's history it is necessary to give several lessons about Indian life on the American continent at the time of the white man's arrival here and during the early settlements. Later on in the course of history study the subject of the Indian, his disappearance before the march of civilization and his treatment by the white people will come up for special study, at many points.

A most excellent hand book for the teacher of history is one entitled "A Pathfinder in American History" by Gordy and Twitchell, published by Lee and Shepard, Boston. The following suggestions are adapted from this volume:

In taking up the Indians the teacher should have in mind the bearing of the subject, all along the line, upon the Indian question of today. Every topic in this connection should be taught in such a way as to aid the pupils in reaching intelligent opinions upon the conditions of the Indians now living in the United States. The past is valuable only in so far as it enables us to interpret the present and helps us to a right preparation for the future. There is today, even among thinking men and women, much sentimentalism about the Indians, and it is the province of the teacher of history to clear up the misty notions on this subject that children get from older people.

Of course the intelligent appreciation of the Indian question must be a matter of slow growth, and the teacher will wisely refrain from trying to teach the subject with any thoroughness until reaching President Grant's administration, where a chart may be found covering the entire subject. At that point the pupil, after having studied the question in various connections, will be ready to go back to the beginning and trace the growth of this vexing subject down to the time.

A few questions may be suggested here, however, to arouse their curiosity and excite their interest. If asked whether or not the Indians have been very badly treated, grammar-school children invariably and emphatically answer in the affirmative.

In seeking a reason for their opinions the teacher will find total ignorance of certain significant facts. There

were not millions of these people occupying and owning the land as the whites do now. The best authorities claim that the number of Indians, two hundred and fifty thousand, in this country now is quite as large as it was when our forefathers settled America. The Indians, then, did not have undisputed claim to all the land. Schoolcraft says that fifty thousand acres were required to sustain a single Indian and his family—five persons—by hunting alone. What a flood of light this throws upon the value of land to the Indians! Children are likely to think of an acre now as of much the same value. "The Indians were badly cheated," they urge.

In many cases no doubt they were, but not always. If the Indian received a musket for fifty thousand acres of land, he made a good bargain, for the musket enabled him make his living with much greater ease than he could with his bow and arrow. His musket did for him then all that thousands of dollars could do for a civilized man now in a highly organized civilization. Such questions are ably handled by Ellis in Winsor's *History of America*, I., chapter v., and in his "The Red and the White Man;" by Parkman in his "Conspiracy of Pontiac," I., chapters i. and v.; by Professor Sumner in the *Forum*, III., 254; and by Roosevelt in his "The Winning of the West." Shaler's "Story of Our Continent" contains some pertinent facts as to the social condition of the Indian when the Europeans found him. A people who have furnished a King Philip, a Brant, a Tecumseh, and a Pontiac, with their ability in oratory, generalship, and organization, must be capable of attaining a much more complex social state than any they have yet attained. They were very cruel in war, and so were our ancestors a few thousand years ago. Their implements of war were also quite as good as those used by the fair-haired Anglo-Saxons when Caesar conquered Britain. Their failure to make any greater advance in their economic condition seems largely due to several causes, among them the following:—

1. The open condition of America, where there are no individualized areas, shut in from the rest of the world by towering mountains, impassable forests, treacherous morasses, or large expanses of water. No tribe could find a shelter long enough to enable them to develop a peculiar type of character, as did the various peoples of Asia and Europe in the primitive stages.

2. The absence of domesticable animals, such as the elephant, the camel, the ox, and the horse, to help them in subduing nature and in cultivating the soil. There is ground for considerable doubt as to whether Europeans without the help of the horse and the ox would have advanced much farther than the Indians had when Columbus discovered America.

Recreation Queries in Geography

What is the oldest town in the United States? Set-
tled by whom?

Its large hotel bears the name of whom?

What did he seek in vain?

What city is the great grain market?

What and where are the twin cities?

What city is situated near the Golden Gate?

What two cities bear the same name, one near the extreme east of the U. S. and the other in the extreme west?

What city is the great pork market? What city is the great cotton market?

What is the Mormon city?

What city on the St. Lawrence river situated on an island?

What walled city on the St. Lawrence river?

What city near Niagara Falls?

In what city do Garfield's remains rest?

In what city do Lincoln's remains rest?

What celebrated watering place in Rhode Island?

What city is called the "Hub?"

What may be called the "Charter Oak City?"

What is the "Quaker City?"

What is the "Land of Flowers?"

What cities are on rivers of the same names?

What city of the United States is in no State or Territory?

What capes have boy's names?

What cape has a girl's name?

What celebrated summer resorts in your State?

What manufacturing cities in your State?

What natural curiosities in your State?

What Territories and States are subject to blizzards?

To cyclones?

—Wisconsin Journal of Education.

100-Plan

In helping the industrious pupils and bringing up the careless ones, I have used the 100-plan or tickets in the 5th grade very successfully for the past three years or more.

I had different colored cardboard, one sheet of each; cut into inch squares and 100 stamped on each, having each color stand for a different branch as "green" for arithmetic, red for geography, pink for grammar, etc.

When the child has solved each problem in the arithmetic lesson for that day a green ticket is given him; when the geography is recited correctly a red ticket is given and thus until each lesson is recited.

Each Friday evening the envelopes, in which the tickets are kept, are collected, tickets counted and due credit is given each child in the grade book for the number received in each branch.

At the close of each month the average of the 100's, tests, and any other grades that have been taken, is put on the deportment card for the child's standing for the month.

The children never tire of this plan and work very hard for them and become very good in their studies.

This plan will also help very much in the discipline of the school.

From "The Sunflower State."

SCHOOLROOM HINTS

Reading Device

The following suggestion may assist some teacher in teaching the common small words and also words frequently confused, thus assisting in accurate, quick reading.

Take an ordinary manila mounting board or cut stiff manila paper into oblongs about 16 x 12 inches. Write words, according to grade, on these cards, with brush, so that they can easily be seen across the room. Set these cards on the till of the blackboard or pin them up on the wall so the children may have them in sight most of the time. Use the cards in upper first or second grade. Drill a few moments daily, varying the form of drill, but never drill in concert. Let boys compete with girls, read around class; read as far as the child can without error or hesitation, or hand cards to children who read them correctly, etc. Repeat the words most commonly confused on different cards and vary order of words on backs of cards.

Here are some of the cards:

1	2	3	4
every	who	don't	though
ever	which	isn't	thought
even	when	I'm	through
never	whose	we're	just
now	while	we'll	such
how	where	doesn't	

5	6	7	8
because	lie	felt	going
get	lay	left	getting
was	lying	says	making
saw	laying	said	coming
were	sit, set	these	saying
with	sat	those	

Notice that card 2 gives a drill on *wh*—a very necessary drill with German children. Extend the drill. Card 3 drills on contractions, card 8 on *ing*. The other words are commonly confused or mispronounced. Have the cards ready and then you will find time if only a few minutes each day for drill.

Children like variety above all things. Do not wear off the freshness by keeping at the exercise too long.

Harriette Smith.

A Device for the Blackboard

A little device, which I saw one teacher use, she called type writing. On one of the blackboards was a picture of an oblong in which were twenty-six circles drawn, and in each circle one of the letters of the alphabet was printed

This was the typewriter. "John, come and print for us." "We use this for quick review," explained the teacher. "Spell, James, sofa, tomorrow," and John touched the circles rapidly that held the required letters. "Just for a little change you know, but most valuable as an attention holder."—Eleanor M. Jollie.

Device for Wood Drill

Write or print in large round hand, using brush and ink, the words as each is learned. For this purpose cards of any convenient size may be used. When you have an extra few minutes or when you wish to drill for a review, hold up one card at a time. If all the class recognize the word slip it behind the rest of the pile. If no one recognizes it, develop it again that moment. If pupil number one does not recognize try number two, etc., until some one does recognize it. Then give this card to the first pupil who missed. In collecting the cards ask each of the pupils for his word or words. In this device the weak pupils get an extra amount of drill and the strong ones also receive the benefit without waiting for the others to be helped.

A Primary Teacher.

Portable Blackboards

A great convenience in school work is a portable blackboard made of slated cloth and constructed on the plan of a wall map.

When a song, quotation, or any kind of supplementary lesson, is to be learned I hang my scroll over the smooth surface of a wooden blackboard and write the exercises upon the slated cloth. Then, by means of a long stick with a fork, I raise the scroll to its place high upon the wall. This leaves the regular blackboard surface free for use in recitations. I ordered the cloth and made one, years ago; but they are now for sale by dealers in school supplies.—Progressive Teacher.

Game For Little Ones

The Missing Pupil.—The little diversion of the missing pupil is old, and is variously modified. A small pupil (Anna), in the centre of a group or circle, is blind folded, while the playmates march around and sing this stanza:—

Happy now together,
All our classmates play,
We are n'er so merry
When there's one away.
But some one is missing—
O, alas, it's true!
Please will some one call her?
Anna, dear, will you?

As they sing, one of their number detaches herself from the others, and hides behind a tree or behind the teacher. The child in the center removes the bandage from her eyes, and guesses who is gone. If she guesses correctly, the child who is concealed is the next to take the place in the center.—School Recreations and Amusements. American Book Company.

Quotation Marks

I have long used this device in teaching the use of quotation marks. It works like a charm. Children all give attention. I then ask who would like to tell me something that the others cannot hear. John's hand is raised. He is called up and whispers in my ear, "We are going sliding tonight." I immediately write one of the following forms on the board:

John said we are going sliding tonight. We are going sliding tonight said John. We said, John is going sliding tonight. John said that they were going sliding tonight.

The children put in the punctuation marks and change the small letters at the beginning of the quotation to a capital. They often make the mistake of writing with a capital the first word of the second part of a divided quotation. This work is greatly enjoyed by pupils. When their own words are written on the board, they readily understand why their names are not embraced within the quotation marks. They thus thoroly learn their use and great is the amusement when a pupil errs by marking the sentence as if the author's name were a part of his own quotation.

Agnes M. Kennedy.

Pictures in the Schoolroom

I cut out seventy-seven Perry and other pictures of the same size and pasted them, with suitable space between, at the top of my blackboards around the room. The children then drew simple scrolls about them.

They are exceedingly pretty and stand out beautifully with the black background and pretty white scroll. We take up for study one picture at a time. Interest is consequently aroused among pupils. They talk about them, find the same at home and in their readers and bring other pictures by the same painters as those studied. It is an education in itself.

Agnes M. Kennedy.

Morning Exercises

There is no more potent factor in a school than well-conducted morning exercises. They may be simply devotional, they may be purely ethical or moral, or they may be a concrete presentation of truth, beauty, and goodness, which will be an inspiration toward right living. I have seen a skillful opening exercise put a whole school in a healthy, happy frame of mind that lasted thru the day. These exercises must be thoughtfully prepared by the teacher. It will be better if a subject is progressively developed thru a week or month, or even thru the term or year. For older pupils these exercises may be read, but it is better for the teacher to be able to be independent, and for the younger pupils it is absolutely necessary. If a story is to be used, learn it well. It is no mean accomplishment to be able to tell a story well to children.—Selected.

A Helpful Device in School Government

To get the best results in discipline with the least expenditure of energy and no friction is well worth our effort. My method has stood the test of several years and has not been found wanting.

Each of my pupils has a number. These numbers are placed on the board in a conspicuous place. Below each number, there are five dots—one for each school day of the week—each dot, on a basis of one hundred, being worth twenty. After telling my school what I expect of them, if a pupil's conduct be what I require of him, he retains his five marks and I record a standing of one hundred for him at the end of the week. If he is unfortunate in his behavior, he loses as many of his marks as his poor conduct continues days and he makes a correspondingly low standing.

The chief advantage of this device is that he sees each day just what he has made in deportment and is able to improve his standing if so inclined.

Having recorded each one's standing at the end of the week I find it an easy matter to make out a monthly deportment average which once troubled me. At the beginning of the week the lost marks are all restored and we start in with a clean record which is a great incentive to best endeavor.

Minnie S. Perkins.

Word Pictures

I believe every literature lesson has a word picture that many children do not get at all. A fellow teacher who has the study of "Evangeline" in her grade said after her first year's work that the study was a failure. Her children did not seem to care for it. I expressed surprise until she told me how she conducted the lesson. The children simply read; there was not a word of explanation; there was not a sign of questioning to develop the author's thought; there was not a reference to the beautiful word pictures with which the poem is filled. No wonder Evangeline was not a success.

When my class took up the study of the "King of the Golden River" I resolved they should see all that Ruskin intended his readers to see. You know the word paintings of nature's marvels in that story are exquisite. The story contained many difficult words that might have been a hindrance to the children, but I resolved to take only a page a day, if necessary, rather than lose a bit of the story. We explained paragraphs, and after each was read I told the story in my own words. More, I had the children close—their eyes and while I expatiated on the mysteries and marvels of the valley and mountains they were entreated to try to picture the scene in their minds. Those children were simply bewitched with the story and one girl has told me since that when she reads a book now she spends more time on the descriptive bits than on any other part, and imagines herself in the place. Mind picturing is an art the children should cultivate, and they will if the teacher takes extra pains.—Bessie Armstrong.

Handicraft in School

Raffia Basketry, V

HENRY S. TIBBITTS, PRIN. JOHN SPRY SCHOOL, CHICAGO.

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The foremost art education of today is perhaps in the direction of applied design. The procedure of human construction is ever from the plain to the ornamented. Ornamentation is often symbolic, as the history of tattooing informs us and the wealth of Assyrian and Egyptian ornamentation illustrates. At other times, it is more a revelling in the sensuous beauty of form and color derived either from nature or the art inheritance of past generations. The history of the acanthus and trefoil in art evidences this as well as the tree boles conventionalized and crystallized into architectural columns.

The Ipswich prints of Arthur Dow and a host of other works are present day efforts at applied design. The textile and basket work of schools offer excellent fields of operation. The evident appropriateness of the subjects for decoration is further manifest in the light of the work of primitive races. While disavowing the allegiance to the theory that education should follow the evolution of the race, one may realize the advantage of that attitude toward simple arts. Nowhere did the primitive American savage carry his application of design so far as in basketry and blanket weaving. A Navajo or Chilkat blanket of dexterous workmanship is prized as something more than an illustration of an aboriginal stage of development.

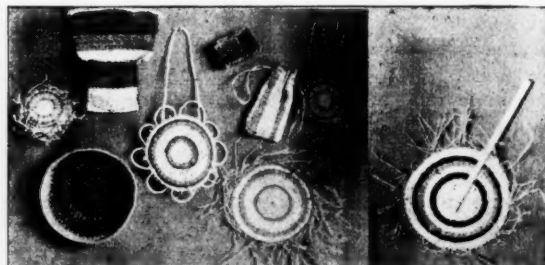
If manual expression and art are to be forceful and real parts of elementary education, they must find a place for applied design. From the practical standpoint, in a great city school system the question of cost of material often outweighs other considerations. The inconsiderable expense of raffia at once gives it superior claims as a medium for applying design to basketry and many forms of textiles.

If we pause on our high plane of industrial development and reflect that weaving and basketry are not confined to savage races, and that the greater part of the fabrics worn by European nations are yet home-woven, we should realize that the application of design in weaving and upon woven material may be somewhat essential to the geographical realization of the condition of other peoples worthy our attention.

Raffia is cheaper than cotton, cheaper than wool, cheaper than linen as a material for design upon fabrics. It is large enough to prevent the injury to eyesight occasioned by fine embroidery. It is so easily handled that a second or third grade pupil may readily sketch and apply on a piece of burlap of suitable tone and color, a design of his own, with the utmost possible value as a lesson in applied design. Borders, center-pieces, sprays may be made, or the fabrics may be entirely covered with design.

The necessary need or origin of a project of this

sort may be a table cover, mat, rug, screen panel, etc., and the size, form, scheme of color and of ornamentation may always be reasoned out to adapt the project to its future environment. Raffia is similarly appropriate as a weaving material for various mats, fans, pin-cushions, pockets, cases, etc., some of which are illustrated in the accompanying half-tone. The articles illustrated in this picture have an added interest as coming from the manual expression work of the John Worthy School, one of Chicago's institutions for delinquent boys. Mr. Chas. Marks was the in-



Bright ideas in Raffia from Worthy School, Chicago

structor. The appropriateness of raffia as a weaving material for mats, rugs, fans, etc., is readily seen. It is of service in the toy house construction of early grades. It is not, however, a universal weaving material, and wool, cotton, linen, jute, etc., should be employed where in the nature of things they are more appropriate. If the project be a study in applied geometrical design, pure and simple, raffia is legitimate and, indeed, excellent for the purpose, any color or shade being possible. The circular raffia mat made by sewing strands of raffia on a piece of cardboard, weaving round and round and in and out using various colors, is an excellent project in itself; or the circular units may be used in numbers for other more ambitious projects.

The application of artistic forms in nature to the basket is essentially limited because of the necessary simplicity of all basket design. Because they are so limited, the basket readily finds its appropriate place in the progressive program of applied design. The aid of books on basketry, articles and current periodicals and series of articles like the present one, consists in furnishing a great abundance of suggestive material, a large apperceptive mass with which the creative imagination can reconstruct new images for realization in material form.

From the standpoint of utility, basketry may have its source in the need of the great variety of receptacles or holders for the useful objects of home life, the button baskets, work baskets, sewing baskets and receptacles for the great variety of articles in the store room, fruit closet, silver chest and pantry.

The community life of the school ideally causes the schoolroom to be a university in miniature, with museums, libraries, laboratories, store rooms and stock

rooms, and the basket is required in many forms to hold seats, counters and the variety of material used in the schoolroom. The low flat shape adapted for many of these uses is illustrated in Fig. 2. This basket is serviceable for a small quantity of materials which one wishes to see at a glance and get at conveniently. Design is limited to the bottom mainly, for it is more easily achieved there than on the sides or other parts of baskets. Top appearance, of course, is the one to be held in view. Conventional designs composed of geometrical type forms, are used, and the more difficult flower form is readily applied. Handles

of from fifteen to eighteen feet the bark is stripped to obtain the raffia, have flourished more luxuriantly than ever, and the cheapened price redounds to our benefit.

In Fig. 3—the large group of baskets—are illustrated the selected specimens from the work of over a hundred pupils, each one of whom had a particular purpose in mind, with the result that no two baskets are alike. They are made over 6-ply tube rope, 7 cents per pound, because that is the cheapest material. The patterns are crude, as these are the first baskets that the pupils constructed in each case. The time occu-

piated in construction was from two to three weeks, about a half-hour each day. The last period of the session was usually used, as being the period in which mental action is sluggish, but the constructive activities wide-awake. The pupils who constructed these baskets are of average third and fourth grade, pupils of foreign parentage in a very large, crowded city school.

It will be quite easy for almost any other school to excel these in appearance, as no doubt the pupils themselves could do again, but we do not carry basket making too far into any high degree of skill, as the educative value is lost in proportion as the work becomes automatic. The satisfaction and delight with which pupils plan their projects, discuss the material, form and shape, and carry their work thru to a successful completion, stamp the exercise as well worthy a place in elementary school manual expression.



Third and Fourth Grade Raffia Baskets, Spry School, Chicago

may be attached by sewing on, or may be extensions in the original structure of the basket, the latter more logical.

If each child be caused to reason out the elements of form, shape and design, particularly applicable to his personal need or the need of the schoolroom, which he is to satisfy, the lesson in basketry is something more than "sewing a raffia basket;" it is a realization of a need and the scientific contriving of an individual project which shall rationally satisfy that need, and if so achieved, an exceedingly valuable educative exercise.

Now a word as to limitations. It is but one of many mediums, but before setting its limitations one ought to realize something of the foregoing educational uses raffia serves. The new importation for this year is due to arrive shortly, the Madagascar harvest of their present autumn, has been plentiful, and the import price has been reduced from 8½ cents to 8¼ cents in New York. This is the import price of a bale of 220 pounds, about seven pounds of which is tare. Thus the retail price should be 9½ cents in quantity. The conditions of moisture which obtained throughout the United States during the past season, were almost universal over the earth. The enormous leaves from forty to forty-five feet in height, from whose foot stalks

Figure Drawing

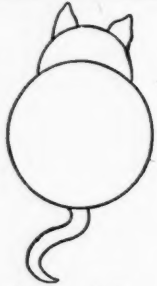

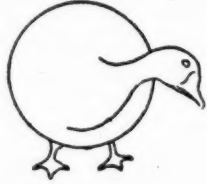



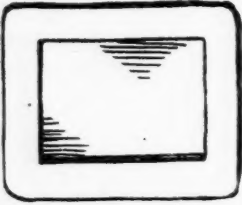
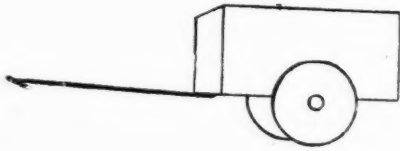
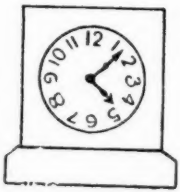


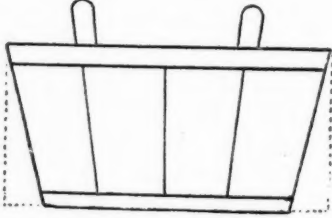
In regard to figure drawing, Elizabeth Buckingham, director of Drawing in the Public Schools of Nashua, N. H., says in *Normal Instructor* of recent date:

"Copying simple little heads is very helpful, and pupils who are particularly interested in figure drawing will be willing to copy drawings at home, if their attention is called to the excellent work in the monthly magazines. They will also take an added pleasure in looking at the magazines if a teacher will tell them who our best illustrators are, and lead them to look for their drawings and study them critically.

"Some people seem to think that it is wrong to copy a drawing. It certainly is wrong to do nothing but copy, but to copy the best sketches of professional artists is very helpful, and as all art students go abroad and study and copy the works of great painters it can be nothing but beneficial to our grammar school pupils to copy the pen and ink, and wash drawings of our best illustrators."

Of course Miss Buckingham intends this copying work as an accessory aid to the work of drawing figures from life. The real work should be the sketching of simple poses of one of the pupils belonging to the school. Sketching figures in different poses should begin in the fourth grade and be carried on up thru the eighth grade. In the more advanced grades the poses will be worked out in greater detail.

FOR DRAWING, WRITING AND READING

 <p>Kitty</p>	 <p>tea Pot</p>	 <p>Goose</p>
 <p>CUP</p>	 <p>Umbrella</p>	 <p>hat</p>
 <p>slate</p>	 <p>cart</p>	 <p>clock</p>
 <p>nest</p>	 <p>top</p>	 <p>tub</p>

Catholic Miscellany.

LENTEN THOUGHTS.

LENT has been observed as a time of fasting and prayer in the Catholic Church from the time of the Apostles, and stands upon the same foundation as the observation of the Lord's day, that is, upon apostolical tradition.

It is mentioned by the early fathers in innumerable places, and the transgressors of this solemn fast of forty days were severely punished by the canons of the primitive church. We may prove the apostolic origin of Lent by a rule laid down by St. Augustine: That what is found not to have had its institution from any council, but to have been ever observed by the universal church, that same must needs have come from the first fathers, the founders of the Church, that is, from the apostles. But the fast of Lent is not found to have had its institution from any council, but to have been observed in all ages from the very beginning, amongst all Christian people from east to west; therefore the fast of Lent is an apostolical ordinance and tradition.

The fast of Lent was instituted that we might yearly imitate the fast of our Lord for forty days in the desert. Matt. IV., 2.

Secondly, that we might more particularly consecrate part of the year to God by prayer and fasting. Thirdly, that by this forty days fast, joined with prayer and alms-deeds, we might do penance for the sins of the whole year. Fourthly, that we might, at this time enter into a kind of spiritual exercises and a retreat from the world and its pleasures and amusements, look more narrowly into the state of our souls, repair our decayed strength, and provide effectual remedies against our usual failings for the time to come. Fifthly, that by this solemn fast we might celebrate, in a penitential spirit, the passion of Christ, which we particularly commemorate in Lent, in fine that this might be a time of repentance and preparation for the great solemnity of Easter, and for the Paschal Communion.

What is the origin of fasting?

Under the old law the Jews fasted by the command of God; thus Moses fasted forty days and forty nights, on Mount Sinai, when God gave him the Ten Commandments: Elias, in like manner, fasted in the desert. Jesus also fasted, and commanded His apostles to fast also. The Catholic Church, says St. Leo, from the time of the apostles, has enjoined fasting upon all the faithful.

Why has the Church instituted the fast before Easter?

1. To imitate Jesus Christ, Who fasted forty days. 2. To participate in His merits and passion; for as Christ could only be glorified through His sufferings, so in order to belong to Him we must follow Him by a life an-

swering to His. 3. To subject the flesh to the spirit, and thus, 4, prepare ourselves for Easter and the worthy reception of the divine Lamb. 5. Finally, to offer to God some satisfaction for our sins, and, as St. Leo says, to atone for the sins of a whole year by a short fast of the tenth part of a year.

Was the fast of Lent kept in early times as it is now?

Yes, only more rigorously; for: 1. The Christians of the early ages abstained not only from flesh-meat, but from those things which are produced from flesh, such as butter, eggs, cheese, and also from wine and fish. 2. They fasted during the whole day, and ate only after vespers, that is, at night.

How shall we keep the Holy season of Lent with advantage?

We should endeavor not only to deny ourselves food and drink, but, still more, all sinful gratifications. And as the body is weakened by fasting, the soul, on the other hand, should be strengthened by repeated prayers, by frequent reception of the holy sacraments, attending Mass, spiritual reading, and good works, particularly those of charity. In such manner we shall be able, according to the intention of the Church, to supply by our fasting what we have omitted during the year, especially if we fast willingly, and with a good intention.

The forty days fast of Lent was prefigured in the old law in the fasting of Moses and Elias, and above all of Christ. The word Lent comes from the Anglo-Saxon, *Lencten*, meaning Spring. The Latin *Quadragesima* indicates the number of days.

There is proof that Lent in the general sense of a fast preceding Easter has been known from the apostolic times. Thus Tertullian tells us that those days were set apart for fasting "under the Gospel dispensation." An earlier writer, Irenaeus, speaks of the fast before Easter and the general modes of observance which prevailed in different places. It is plain also from the early fathers that from very remote times the Lenten fasting, whatever its duration may have been, was considered obligatory. The council of Gangra, in the middle of the fourth century anathematized those who did not keep the fast observed by the Church. From the early part of the fourth century there are many references made to the fast of Lent, of about forty days. Originally the specific number of days of fasting was thirty-six. Finally, however, in the Council of Meaux, 840, the Church added the four days of fasting before the first Sunday in Lent, which now begins with Ash Wednesday.

In early times the period of Lent was sanctified by many acts of piety. It was the season in which the faithful begged God's mercy for themselves and were therefore expected to show mercy

to others. The money spared by fasting was given in alms and while the Church reconciled penitents at the altar the emperors released prisoners, masters pardoned their slaves and enemies became friends.

* * *

WHICH BIBLE?

Rev. Dr. Wm. F. McGinniss of the Catholic Truth society in a lecture delivered a few days ago in the church of Our Lady of Good Counsel, in Brooklyn, advised Catholic teachers in the public schools to read to their pupils the version of the Bible used by the Catholic Church. He said that when it was decided that the Bible must be read in the schools, several Catholic teachers felt that they could not conscientiously use any version but that of their own Church. Dr. McGinniss said that the Catholic Truth society recently asked State Superintendent Skinner if the Catholic version of the Bible might be used, and was told that it might. It seems, however, that no Douay Bibles have been issued by the supply department of the Board of Education.

This action develops an interesting phase of the Bible-in-the-schools question. In many states and cities it is insisted that the Bible be read in the public schools. In Nebraska this is almost a universal rule. In New York city it is also a rule of the Board of Education. In every case the King James version is used—the school officers being non-Catholics and this version naturally being their preference. Why should not Catholic school officials insist on the reading of the Douay version. It is unquestionably fair that if Catholic school officials prefer to use that version, they should not be restrained from using the version. The Bible is not read in the schools in the interest of any Church, but to give to our secularized public education a slight flavor of religion, or as a recognition of religion. This purpose is attained, of course, whether the reading is from the Protestant, or King James version or from the Douay version, authorized by the Catholic Church. Both impart a religious influence, if the mere perfunctory reading of a passage from the Bible can be said to exercise such an influence. Father McGinniss' stand has brought this question to an issue and some interesting developments may be looked for, if in a community where Catholics predominate and control the schools they insist that all the children in the public schools, Catholic and Protestant shall read the Douay version. This is a case of putting the shoe on the other fellows foot and letting him feel its pinch.

The Douay Bible is distinct from the King James version in the form of the rendering of the originals into English and also in its inclusion in the Old Testament of Books denominated by Protestant canons as Apocrypha. The canonical Scriptures as defined by the Council of Trent are for the New Test-

ament the same as those accepted by Protestants, but the difference as to the Old Testament is wide, thus:

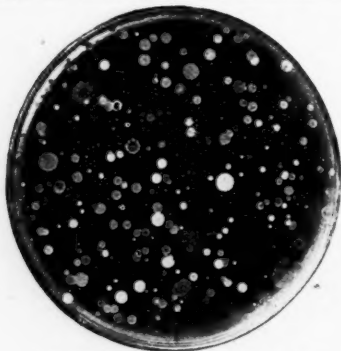
"Of the Old Testament, the five Books of Moses, that is, Genesis, Exodus, Leviticus, Numbers, Deuteronomy; Joshua, Judges, Ruth, the four Books of Kings, two of Paralipomenon [I. and II. Chronicles], first and second of Esdras, which is called Nehemias, Tobias, Judith, Esther, Job, the Psalter of David, in number 150 Psalms, Proverbs, Ecclesiastes, the Canticle of Canticles, Wisdom, Ecclesiasticus, Isaia, Jeremias, with Baruch, Ezekiel, Daniel, the twelve minor Prophets, that is, Osee, Joel, Amos, Abdias, Jonas, Michas, Nahum, Habacuc, Sophonias, Aggeus, Zacharias, Malachias, two Books of the Machabees, first and second."

* * *

TEST IN SCHOOL-ROOM SWEEPING.

Germ collected on glass plates in one minute exposures after each method of sweeping.

The school board at Milwaukee recently requested the board of health of that city to investigate the various methods of sweeping employed by janitors, and their effect upon the sanitary condition of the schools. The object which the school board desires to attain is the elimination of dust particles, so far as possible, thus lessening the danger of contagion by the circulation through the air of bacteria, conveyed by dust particles. The board of health, recognizing the importance of such an investigation, instructed Dr.



After Dry Broom Sweeping.

Bennett the bacteriologist, to make the test and to ascertain the exact number of bacteria found in the air after each method of sweeping. The following different methods were tested: 1. The ordinary broom; 2. The broom in connection with damp sawdust; 3. The ordinary bristle floor brush; 4. The floor brush in connection with damp sawdust; 5. A floor brush, moistened by cotton waste, saturated with kerosene oil, the waste being in a pan in the school room during the process of sweeping, and the brush being moistened from time to time, as required; 6. A patented floor brush, containing a reservoir, filled with kerosene oil, which was selected from stock pur-

chased some time ago by the city from the Milwaukee Dustless Brush Co. In this brush, the oil in the reservoir saturates the fiber of the brush during the process of sweeping which in turn moistens the dust, and prevents its rising into the air. The facts elicited by



After Sweeping with Dustless Brush. this test showed that the ordinary dry sweeping enormously increases bacteria in the air, which signifies that the dust, through the process of sweeping, instead of being removed, is, in a large measure, merely disturbed and sent only to settle back on floors and furniture. Methods 2, 3, 4 and 5 each showed some little improvement in eliminating the dust, but the best results, by far, were obtained with the Sanitary Dustless Floor Brush, which according to the report reduces the germs fully 93 per cent.

* * *

Class pins serve a legitimate purpose in student life. They give a certain helpful pride in scholastic rank, they go to strengthen the bonds of friendship during school days and perpetuate the attachment for classmates, teachers and alma mater through after years. Original and artistic designs embodying class colors in enamel can now be had at very reasonable prices. Bunde & Upmeyer, the large manufacturing jewelers of Milwaukee make a specialty of this kind of work and students or teachers about to order class pins should not fail to write to this firm. Note their announcement on page 328, this issue.

* * *

OUR LADY OF GUADALUPE.

"Our Lady of Guadalupe" is an interesting little story by Father J. T. Roche of Fairbury, Neb. The feast of Our Lady of Guadalupe is one of great popularity with the Mexicans and New Mexicans. In Father Roche's monograph the story of the miraculous picture of Our Lady of Guadalupe is told in an interesting and truth-seeking manner. As Father Roche says: "The story of 'Our Lady of Guadalupe' furnishes one of the most remarkable proofs of the charity, goodness and mercy of the Blessed Virgin toward mankind, to be found in the history of the world." The booklet is of special interest and value to clergy and religious.

"Don't fail to secure a copy of 'The Catholic Reading Circle Manual.' Every school and parish library, every pastor and educational worker should have the Manual. It is the only book of its kind published and presents the suggestions gained from years of experience in Catholic reading circle work. Copies will be sent postpaid to religious teachers and pastors at 20 per cent. discount from publishers price (50 cts.) or 40 cts. net by ordering through this publication.

* * *

E. J. Johnson & Co., 38 Park Row, New York, are leading manufacturers of roofing slate, and real slate blackboards. If you are contemplating putting a slate roof on church or school, it will be to your advantage to write them. Or if you desire a blackboard that will last indefinitely they will quote prices that will interest you.

* * *

Too much attention cannot be given by school and institutional authorities to the matter of being prepared in the emergency of fire. In many of the larger cities definite equipment in the way of fire escapes and extinguishers is required in all buildings of certain size. But whether or not there is legal requirement in all places, there is certainly a moral obligation to look to the safety of those within our charge. Handy fire extinguishers can now be bought very cheap. Those manufactured by the Advance Fire Appliance Co., 122 Sycamore St., Milwaukee, have many testimonials from Catholic institutions as also large business houses. The outside stair fire escape seems to be the most reliable of auxiliary means of exit, and as the Harris Safety Co., St. James' Building, New York, are leaders in this kind of escape, a letter of inquiry to them will pay.

* * *

The second installment of Mary T. Waggaman's splendid novel, "Carroll Dare," appears in the March issue of Benziger's Magazine. In this story the characters are so strong and the scenes are so well contrived that it is simply impossible to put down the Magazine until one has read to the very last line.

"Ave, Maris Stella!" is one of the illustrations in the March issue. It is a beautiful symbolical representation of the "Star of the Sea." "At the Spring," "A Greeting," "Scenes in Mexico," and "Eventide," are the full-page pictures. The "Stories" are bright. "Games and Amusements for the Young Folks" are as varied as ever. The Monthly Competition, the Puzzle Corner, Answers to Correspondents, Book Reviews, Anecdotes, Comics, with various items and articles of interest, make Benziger's Magazine for March of value to every one in the family circle. The subscription price is \$2.00 a year.

Current Affairs--Church and School News.

A Brief Summary for Busy Teachers.

The celebration by Pope Leo XIII. of the twenty-fifth anniversary of his pontificate was attended by a concourse of people in St. Peter's, Rome, which completely filled that immense edifice. A correspondent, describing the appearance of the Pope on this memorable occasion, says: "From his elevation on the *sedes gestatoria*, carried by twelve men in costumes of red brocade, flanked by the famous flabeli (spreading feather fans) and surmounted by a white and gold canopy, the Sovereign Pontiff appeared to be a white spirit, this impression being added to by the white robes and white mitre, delicate features, face as white as alabaster, and his thin hand moving slowly in benediction." It is calculated that there were 70,000 persons present, among whom were about 1,000 Americans. The utmost enthusiasm was manifested at the appearance of the Pope. Celebrations of the jubilee of His Holiness were held throughout the world.

* * *

On Wednesday, March 4, at noon, the fifty-seventh Congress came to an end by the operation of law. The constitution says a congress shall be two years long, but does not say when it shall begin or end. The first Congress met March 4, 1789, however, and the date has never been changed. That was 114 years ago, and thus the Congress just expired is the fifty-seventh. The one elected last November, and which will begin its regular sessions next December, will be the fifty-eighth Congress. Several times in the history of Congress the question has come up whether, since the law does not recognize fractions of days, a congress does not begin with the calendar day of March 4, that is, at midnight; but the rulings have always held that it begins at noon. This is founded on custom and not any specific law. A summary of the legislation enacted during the two sessions makes an interesting showing.

* * *

Among the acts is that creating the department of commerce and labor and adding another cabinet officer to the President's official family. Another important piece of legislation is the anti-rebate act, commonly known as the Elkins law. Another bill was passed which enables the attorney-general to expedite suits brought under the Sherman anti-trust law. One of the first acts of this session was the suspension of the tariff on coal of all kinds coming from any foreign country.

A general staff corps has been provided for the United States army, the duties of which are to prepare plans for the defense of the country and for the mobilization of the armies of the United States in times of war.

Measures of great importance to the Philippines have been adopted at this session. An appropriation of \$3,000,000 was made to relieve the distress and suffering caused by the ravages of disease among the water buffalo in the islands. A currency system has been provided for the Philippine Islands.

* * *

After long negotiations an agreement has now been signed between President Roosevelt and President Palma whereby Cuba is to grant two sites to the United States. One of these will be for a coaling station at Bahia Honda, on the north coast, about fifty miles west of Havana, and the other for a more elaborate naval station at Guantanamo, on the south coast, about thirty-five miles east of Santiago. The agreement will not need to be ratified by our Senate, but President Palma has asked the Cuban Congress to approve the agreement in order that there may be no dissatisfaction. Cuba simply cedes her sovereignty over the sites in question. The United States will have to pay for them whatever amounts they are found to be worth, under court condemnation. In due course the stations will be strongly fortified, and in connection with Porto Rico the position of the United States, it will be seen, will thus be greatly strengthened in the Caribbean region. This is very important, especially in view of the heavy American interests that will converge in these waters when the Panama canal is finished.

* * *

One of the liveliest topics of the day is President Roosevelt's steadfast attitude toward the recognition of negroes in the South. Much criticism of his policy is being heard; part of this no doubt is sincere, while part of it probably is stirred up by the political wire-pullers, who want to head off another four years of Rooseveltism if possible. For even in his own party there are many who frown on the President because of his strenuous ways, which keep political conventionalities in a state of constant jar.

* * *

A novel, if not very equitable or even sensible opinion on the negro question was given by Mr. Poultney Bigelow in a lecture before the League for Political Education, in New York, the other day. He said: "In my opinion, if we are to solve the negro problem rightly, we must bring to the solution a consideration of the Chinese.

Instead of keeping the Chinese out of the country, we should welcome them as we welcome the immigrants from all other nations. The Chinese Exclusion act should be repealed, and the inflow of celestials should be promptly set to work in the cotton and rice fields of the South. They will do the work better than the negroes and cheaper, and against the competition of the yellow man the black cannot stand. His fate will be the fate of the negro in South Africa, where the blacks are slowly but surely dying out. It is a mistake to think that the negro will increase and multiply in the face of hardy competition. He reproduces rapidly in the farming districts of this country, but he is becoming extinct in the cities. The fittest will survive, and the negro is not the fittest."

Immigrants are flocking into the coal fields by hundreds, notwithstanding there was already a surplus of labor there. It is more than probable that the coal operators have encouraged this movement in order to have a supply of non-union miners to call on in case there is another strike this year, as seems likely. The verdict of the anthracite arbitration commission is being anxiously awaited. It will be reached in a few days. There will be an unusual demand for coal this spring, for everybody will bear in mind the lesson of the fuel famine and seek to stock up for next winter. Prices will continue above normal.

* * *

The bill increasing the restrictions against immigration became a law during the closing hours of the fifty-seventh Congress. The educational test for immigrants voted by the house was finally stricken out of the bill. Any alien who becomes a public charge any time within two years after landing can be returned to his home country. Every alien coming to this country must pay a head tax of \$2. No one who disbelieves in organized government, or upholds other anarchistic doctrine, is allowed admission. The clause was retained prohibiting the sale of intoxicating liquors at the capitol.

* * *

The debt of the United States March 1, after deducting the net cash on hand in the treasury, was \$937,972,898, a reduction of nearly \$6,000,000 having been made in February. There is a gross amount of \$1,344,000,000 now in the treasury, but against this there are outstanding demands such as gold and silver certificates etc., of \$970,000,000. This makes the net treasury surplus \$374,000,000.

* * *

The taking of the census of the

Philippine archipelago has begun. There are 8,000 enumerators in the field. General Sanger, director of the census, began with a count of the Filipino sailors on seventy-three vessels in the bay. He then proceeded to Cavite, where 1,500 navy laborers were enumerated. He expects that the field work will be completed in five weeks, and that a rough count will be completed by June.

Rear-Admiral Crowninshield (pronounced "Crunshell") has asked to be placed on the retired list of the navy, as the law allows after forty years of service. He will draw \$5,625 a year. He was piqued because the navy department only gave him the cruiser Chicago to visit the European ports in, whereas last year he had the battleship Illinois.

Mme. Adelia Patti, the one-time great prima donna, has been engaged by Impresario Grau to sing in another "farewell" series of sixty concerts in this country next season at \$5,000 each; and in cases where the receipts run above \$7,500 she is to have half the surplus.

There continues to be much complaining in England against the government for going into a partnership with Germany in the Venezuela matter. In the House of Lord ex-Prem-

ier Rosebery said it was a lucky thing that the friendship between England and the United States government had not been broken. The British government, he thought, should have gone frankly and directly to the American government and not depended on Germany as a go-between. England, he said, was bound to respect with the greatest delicacy the well-known susceptibilities of the American people.

Public opinion in Germany is still much exercised over the Monroe doctrine. Prof. Wayne, the celebrated political economist of Berlin university, says: "The Monroe doctrine is an empty pretension behind which there is neither energetic will nor actual power." Prof. Hartmann, the philosopher, said that he thought it was best to keep silent on the Monroe doctrine. Whichever attitude Germans took, whether for or against it, the Americans were bound to make capital out of it. Baron von Zedlitz characterized Monroeism as a "non-binding monolog whose validity is merely a question of force."

The czar of Russia has issued a decree providing for freedom of religion throughout his dominions, establishing to some degree local self-government and making other concessions to the village committees. After referring to the efforts of his predecessors,

particularly his father, to add to the welfare of the Russian people, the czar announces his decision to grant freedom of religion to all his subjects who profess non-orthodox creeds, and to improve the conditions of village life and those of the local nobility and peasantry.

Britons are reviving the question as to how they would get enough foodstuffs in case of a war with any of the other great naval powers, and a committee has been organized to inquire into this important question. The British Isles depend on importing more than three-fourths of all their provisions, and the average supply on hand would not last more than three months. In case of a naval blockade the price of foodstuffs would rise exorbitantly, it is feared by many.

After some hitches, all the Venezuelan gunboats captured by Germany and England during the blockade were returned this week. A dynamite bomb was found in the coal on the Restaurador, when the vessel was given up by the Germans, and the Venezuelans are highly incensed at what they believe was a plot to have the vessel blown up. They denounce the Germans as anarchists.

It is hoped that the recent agreement of Brazil and Bolivia to submit to The

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Hague arbitration court the disputes to to where the boundaries run between Peru, Bolivia and Brazil would close the case; but new troubles have been stirred up. Brazil, under the agreement with Bolivia, is in temporary occupation of the disputed Acre territory, but using this foothold as a start she now asserts authority not only over the Acre territory of 90,000 square miles but over 35,000 miles of additional territory farther south, and Bolivia is again up in arms.

* * *

Open rebellion against Turkey appears to be the program of the Macedonians just as soon as spring arrives. European interests in such an uprising would be great, since anything that threatens to disturb Turkey forbodes a general continental conflict.

* * *

The prospect of satisfactory legislation in regard to the settlement of the land question in Ireland is regarded hopefully by Lord Dunraven, who was chairman of the landlords and tenants' conference which considered the matter.

* * *

Church and School Notes.

Imposing ceremonies at the Holy Name cathedral, Chicago, March 10, marked the installation of Archbishop

op Quigley as metropolitan of the archdiocese of Chicago. The archbishop arrived in Chicago Tuesday afternoon, accompanied by almost 1,000 priests and laymen of the Church in Chicago, who went to Buffalo Sunday and made the entire journey homeward in the archbishop's company. A delegation of 700 laymen met the archbishop at Laport, Ind., and returned to the city on the same train. Archbishop Quigley announced the appointment of Bishop J. Muldoon, administrator of the archdiocese as his vicar-general. He declared that his residence and his heart ever would be open to the priests of the his diocese, with a view to listening to their trials and their difficulties in the administration of their charges, whether purely personal or relating to the Church. He assured them that he would be glad to see them at any time and would listen to them patiently, endeavoring to deal fairly and justly with all.

* * *

The Southern Messenger finds that there are in the entire country, according to the Catholic Directory, 7,005 churches with resident priests and 3,978 parishes with schools—the percentage of schools to churches being 56.78. "In twelve dioceses the percentage of schools is over 75; in thirty-seven dioceses and vicariates the percentage is over 50 and less than 75. In forty-one dioceses and vicariates

the percentage is less than 50." The twelve dioceses where the percentage is over 75 are: Little Rock, San Antonio, Savannah, Belleville, Mobile, Nashville, Indianapolis, Newark, St. Louis and Baltimore. There are ten other dioceses where the percentage is between 70 and 75, to-wit: Cleveland, Milwaukee, New Orleans, Indian territory, Kansas City, St. Augustine, Covington, Cincinnati, Fort Wayne and Leavenworth. La Crosse is rated at 67, Green Bay 62, Grand Rapids 69, Detroit 51 and St. Paul 54.

* * *

St. Joseph's seminary, Dunwoodie, N. Y., has purchased the property of the Catholic Orphan asylum for the sum of \$350,000. The seminary has been hampered in its work by the fact that the young men it trains for the priesthood are not sufficiently drilled in primary matters when they arrive. The Madison avenue building will be used as a new school to find candidates for St. Joseph's seminary, something after the fashion of corresponding institutions in Paris. Archbishop Farley will be the president-director.

* * *

For the second time within a year the grammar class of Nativity Institute, Brooklyn, has won a silk flag as a prize. That presented last week was won by the class in a historical competition instituted by The Brooklyn Eagle. Both of these victories were

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won in competition with many other schools. The Nativity Institute is conducted by the Sisters of the convent attached to the Church of the Nativity, of which Father Moran is pastor. The doubly victorious class is taught by Sister Theodore.

Twelve nuns took final vows in the Sacred Heart convent at Albany, N. Y. The ceremonies were presided over by Bishop Burke, assisted by Fathers Delaney, Cloutier and Kelleher.

The Catholic school building at

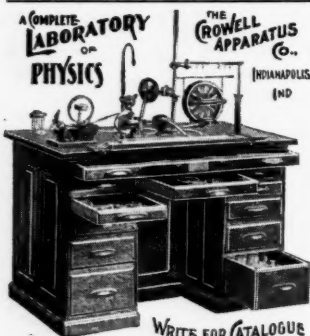
Marquette, Mich., was destroyed by fire recently. The loss was \$30,000, with but \$8,000 insurance. The prevailing zero weather greatly hampered the firemen in their efforts, and was to a great extent responsible for the large loss.

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A handsome bronze tablet in memory of the late Rev. Thomas Scully, P. R., pastor of St. Mary's parish, Cambridgeport, Mass., was placed in position Feb. 20 in the Cambridgeport gymnasium, which he founded some years ago. Besides the inscription, it bears a quotation from an address of Father Scully delivered at the first reunion of St. Mary's parochial school in 1895. The inscription is as follows: "In loving memory of the Rev. Thomas Scully, P. R., 1833-1902, founder and patron of this institution, benefactor and friend of its members; erected in a spirit of love and gratitude by the association. 'It is the amount of work well done and not the number of years that one lives that makes life's harvest.'—Father Scully."

* * *

The lease by the city of New York to the late Cardinal McCloskey, as archbishop, of land between Eighty-first and Eighty-second streets, on the east side of Madison avenue, for ninety-nine years at an annual rental of \$1, for the Institution of Mercy, is to be made into a deed in fee simple for a nominal price under the terms of a bill introduced in the state legislature last week by Senator Elsberg. It authorizes Archbishop Farley and his successors and the Institution of Mercy to lease or sell the premises and devote the funds to the institution.



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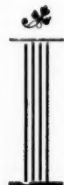
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Georgetown university is branching out beyond the confines of the western world and establishing a great observatory in South Africa. This new institution is to work in co-operation with the observatory long ago built by the Jesuits on Georgetown Heights. There in the national capital, Rev. Father Hazen, S. J., aided by a body of learned assistants, has from time to time given to the scientific world volumes of instruction that are recognized authorities by all students of astronomy. Rev. Edward Goetz, S. J., is the moving spirit in this stupendous undertaking.

* * *

Brother Damian Litz, S. M., the sole survivor of the pioneer band of four who planted the Society of Mary in this country, departed this life at Santa Rosa Infirmary, Dallas, Tex., on the morning of Feb. 26. Brother Litz was a native of Baden and entered the society in 1844, coming to America in 1849. The deceased religious was a zealous worker in the cause of education and opened quite a number of schools, which are now in a flourishing condition, in Columbus, Cleveland, Dayton, New Orleans, Baltimore, New York, and other places. R. I. P.

* * *

The Scientific American of a recent number, describes the new telescope of the Jesuit college at Montreal, Canada. This telescope, it appears, was

built from the designs of Rev. Father Garais, by the members of the Jesuit college. The spherical mirror of this telescope is in point of size the third in North America, being excelled only by those of the Yerkes and Lick observatories. "No little admiration is due," says our esteemed contemporary, "to the man who has only designed the whole and constructed the principal parts of so intricate an instrument, but who has, moreover, with his own hand erected the machinery required for its production. The working gear was prepared under the supervision, and according to the directions, of Father Garais, who also designed all the parts and furnished the wooden models."

* * *

The Right Rev. P. P. Denis, S. S., president emeritus of St. Charles college, Baltimore, Md., died March 2. Although in his eighty-fourth year, Father Denis was in good health until a few days ago, and his death came as a surprise. Father Denis was well known throughout the United States because of his long connection with St. Charles' college, from which institution have gone forth a cardinal, archbishops and bishops and over 1,000 priests, who are scattered throughout the world.

* * *

By the will of Miss Nancy Addison, an aged colored woman who died in

Baltimore, Md., recently, the sum of about \$13,000 is left to the Oblate Sisters of Providence in that city.

* * *

Five new parishes have been formed in the Manchester, N. H., diocese since the new year by Bishop Bradley, and five new pastors assigned to them.

* * *

The Right Rev. Thomas J. Conaty, D. D., rector of the Catholic University of America, Washington, D. C., delivered an address before the members of the Boston Teachers' club in the hall of the English high school on Warren avenue, Feb. 19.

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